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THE

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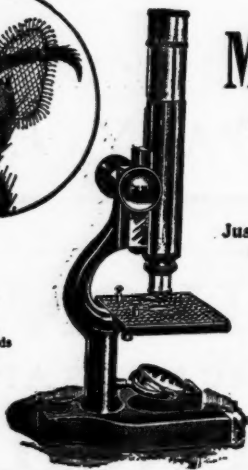
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# THE SCHOOL JOURNAL

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## The Etiquette of the Profession.\*

By PRES. HOMER H. SEERLEY, State Normal School, Cedar Falls, Iowa.

The tendencies of a vocation can develop peculiar characteristics in personality and in action that will dwarf manhood and emphasize professionalism. The tendencies in some lines are so marked that they stamp the vocation upon the features, the actions and the thoughts of the individual to such an extent as to much deteriorate his personal power and particularly detract from his greatest usefulness. The man constantly dignifies the vocation and gives it the strength and greatness exemplified. The vocation never dignifies the man thus enlarging his scope or capacity. The merchant, the banker, the clergyman, the lawyer, the physician, and the teacher are always less effective in the world of thought and action than the man. What the world actually needs most to-day, in every walk of life, is not conventionalized humanity, so educated and trained and cultivated as to be robbed of all the personality that nature originally gave, but real men and women possessed of power, influence, and efficiency which distinguishes everything they represent giving prominence and strength to the words they speak, the thoughts they think, and the actions they perform.

Conventionalization and specialization have gone mad in their supreme efforts to improve the race of men, hoping from pygmies to make giants and from mental weaklings to make heroes with the grandest thoughts. So much is this fact true that degeneration is actually inferred to be improvement and formal ceremonies are assumed to be genuine etiquette. Teaching has its serious drawbacks if it is allowed to sink a man into this formal professionalism, exalting the vocation as a majestic means to enlarge the sphere of real manhood, and leading him to hope that by the selection of a calling he has done the chief thing that will insure him both the favor of God and the man and guarantee him also everlasting property and prominent success. Such tendencies as these, if at all yielded to by an individual, gradually take away from him the grace of true etiquette as well as true ethics and set up for him a standard of action that is decidedly formal, ceremonial, and legal, and is after all bereft of the vitality and the sincerity absolutely essential to true living.

The teaching business develops the autocrat, the tyrant, and the usurper, since its representative deals chiefly with the weak, the inferior, the untrained and the unschooled, permitting and encouraging the constant exhibition of a professional spirit which easily forgets the humane and the vital and inaugurates the strenuous, the formal, the harsh, and the severe,—the destructive rather than the constructive. The graces of sweetness, of loving-kindness, of charity, of love, originally a part of all human life and disposition, are either permanently crushed or laid aside while the hypercritical character betrays itself in every thought, requirement, and action. This is the type of manhood shown by the teacher in literature, in art, and in history, such a type as brings ridicule rather than compliment, dwarfing rather than growth and decline rather than progress. Teaching can be a narrowing life, it easily possesses be-

littling influences that make mountains out of mole hills, warp conscience and judgment and underrate possibility, greatness, and largeness unless the teacher himself battles vigorously against these tendencies that continually sink him into professionalism. He must determinedly exert himself to avoid the fossilization and the formalism which must eventually overwhelm him unless he stems the current of common destiny and saves himself from the threatened degradation and degeneration of the times.

To avoid these types of formal professionalism is a sacred duty that every man owes to himself and his age. He needs to emphasize the manly gifts, the manly accomplishments, the manly characteristics and the manly spirit, and reject the conventionalism of the vocation as permanently detrimental to growth and development. It is necessary to rise above the sedative conditions of the dwarfing environment and live in a broader, purer, and nobler atmosphere, thus avoiding the bad types that are so commonly developed by a quiescent submission to the pressure and the demands of a special calling. A few of these typical kinds of degeneration are here enumerated with the sublime hope that those who hear and those who read may be rescued from a fate that is beneath their personal importance as men and their individual promise as actors in the world's work.

### Cultivate a Pleasing Personality.

1. Teaching seems to easily spoil the disposition, making a person an unpleasant companion, a most difficult friend to keep, a more difficult boarder to please, a very unfortunate guest in a home, an unusually hard person to satisfy, a harsh and severe associate with whom to work. How very difficult it is for teachers to find temporary homes in a community, how few the families that are willing to give up their home freedom in order to contribute to their comfort and happiness. Hence the vast majority of the guild pass their lives in conditions among surroundings that prevent the proper development and relief so essential to personal prosperity and happiness. This ought not to be so. The teacher ought to be such a representative of true etiquette that his disposition would be attractive and commendable, his companionship should be such as to be most desirable, his friendship should be such as to be most valued, entertaining him should be a pleasure and a joy, granting him a home among the people should be a comfort and a satisfaction to those who have it to confer, while contributing to his welfare and prosperity should be a supreme opportunity.

### Develop a Broad Professional Sympathy.

2. The teacher's life is too generally lacking in real sympathy for others of the guild. He practices criticizing and correcting and disciplining others to such a large extent that he too commonly grows to be such a vampire that he rather enjoys the discomfiture, the failures, and the unfortunate troubles of other teachers. He acts as if the disasters, the shortcomings, and the mistakes of others contribute to his prosperity and his success. He gets so he dislikes the popularity, the recognition and the prominence of others of the vocation, forgetting that no person can ever stand in his way to attain similar things. He visits schools not to learn, nor to obtain suggestions of help, nor to sympathize or encourage, nor to compliment or commend, nor to find strength and beauty and be strengthened and built up thereby, but to

\*An address before the Iowa State Teachers' Association, Des Moines, Ia., Dec. 28, 1900.

criticise, to find errors, to discover shortcomings, to ascertain weaknesses and find out in what respect the schools inspected are deficient, unworthy of respect and unsatisfactory to those who support and conduct them. Such visitors find just what they seek, they learn just what they study, they see just what they want to observe, they grow critical rather than constructive, pessimistic rather than optimistic, developing types of character that they themselves condemn in others.

#### **Welcome New Ideas and Help from Other Teachers.**

3. Teaching can easily produce a type of mind which assumes that those things alone are orthodox and correct that conform to acquired ideas of the business. Such a judgment becomes unwilling to yield to the advice or the suggestion of others and assumes an attitude so dictatorial and so uncompromising that the true demands of genuine etiquette are overlooked. This mental and moral condition develops envy, jealousy, and self-glorification, while it is the forerunner of causes that produce lack of adaptability to necessity, lack of appreciation by others of the true worth of the unfortunate misfit, and lack of the genuine happiness and contentment so necessary to a truly successful life. The same public that generously and complementarily applauds the good deeds and worthy accomplishments of a successful man, stands as ready to recognize another victor, bestow on him large praise, the highest commendation and the most hearty co-operation. The sooner the teaching vocation learns to really help each other, to applaud each other, to encourage each other, to bestow upon each other the worthy mead of praise, to pray for the prosperity and success of each other, to live in the consciousness that all are exalted by the deeds of the strongest of the guild, by the efforts and accomplishments of the purest, the most effective and the most largely successful, the sooner will the whole army of educational workers hold the proper place of importance and helpfulness in the public eye and heart.

#### **Be Discreet and Tactful in Reference to the Work of Your Predecessor.**

4. Teaching is a trying business as it demands so many varieties of success. The pressure to rank well easily leads to trying to help one's standing and popular favor by belittling the government or the instruction or the success of predecessors. It is so common to be led into a discussion in which the bad condition in which he found school affairs is depicted,—the great task he has had to raise the work to a reasonable standard, blandly intimating that there was much fraud and deceit practiced upon the unfortunate pupils and people. He forgets in his comments that a change in administration is always a serious thing for pupils, associates, and people—as serious at least as for the administrator. The government, the custom of the school, the general management, the methods of teaching all are rendered chaotic by the modifications, the uncertainties and the theories of a new administration. However excellent the school may have been, yet chaos, and disturbance and conflict incident to the new authority in the management is as much due to the administrator as to the spirit of the pupils and patrons. The teacher can never be too careful about comments regarding the character or the capability or the success of his predecessor either by actual statement or by meaner insinuation. The popularity, the esteem, the worthy recognition of a predecessor never interferes with the prospects of the present incumbent, if he proves himself discreet, tactful, observant of true etiquette and sincerely in earnest in serving the public good.

#### **Do Solid Work, and Avoid Show.**

5. Teaching exhibits itself in poor form and is deficient in etiquette when it seeks to exploit the work being done, when it displays vanity in publicly seeking to promote the prominence of the person, when it shows intoxication over a certain evident success as these

things deplete manliness, degrade character and cheapen personal power. Education should be good and thoro and effective; culture should be marked and complete and perfect; manners should be wholesome and winsome and charming; success should be decided and continuous and noticeable; but it should be proven by good, quiet, unobtrusive, solid work that can talk for itself and not by the many boastful, vain, harmful methods so commonly resorted to with the hope of building rapidly and decidedly a professional career. Deliberation, self-reliance, courage, clear-headedness, strength of judgment, beauty of character, purity of heart, power of personality, grandeur of manliness talk for themselves and need no further advertisement to insure prominence and distinction to the possessor.

#### **Form a Good Opinion of the Community in Which You Labor.**

6. Teaching is lacking in genuine good manners when it talks down the community it serves and which it seeks to assist to a higher plane of thinking and living. It does not make progress a certainty to become a fault-finder, intimating that the school board or the people or the teachers are not progressive, generous or well disposed. It does no good to tell where things are so much better, where the churches, the social life and the spirit is so much more encouraging. The way to make progress a certainty is by raising people gradually in their own esteem, is by assuring them that they have elements of greater and better things, promising much that is encouraging to educational work and that the largest and best things are possible here if they unite the forces that are in existence. It is not necessary to tear down the good work that has gone before to go on with a new work with encouragement and assurance. The good work of the past should stand and the new work should surpass it, if the conditions will at all permit and in conscientious manly hands progress is always possible.

A school can be too much talked about, its accomplishments can be given too much publicity, its plans and its successes can be easily overestimated, since there is a point of fatigue where even the sincere friends of public education ask for a rest. The people are long suffering, but they grow weary of such continued adulation and of the dominance of an oracle and finally decline to contribute longer to co-operate in advancing the interests of that teacher who demands such continual recognition and personal prominence. Solid, substantial work always secures genuine favor and necessary commendation; efficiency and consistency cannot be concealed as their very fulness of power is surprisingly great and supremely convincing. Equilibrium and self-control grow into greater and greater things both in degree and kind, and there are always greater things for him who can actually endure prosperity and not be distracted and ruined by its blandishments and tendencies.

#### **Be Conscientious in Business Matters.**

7. But there is an etiquette that affects the ethical relations which is too generally overlooked by many teachers. Contracts and business relations do not appear to be as morally binding upon teachers as upon school districts, or at least it is not assumed by them to be a breach of honor and integrity for a teacher to fail to fulfill to the letter the contracts taken and to prefer to accept elsewhere when it seems more desirable or hopeful. Probably teachers are just as faithful in carrying out their contracts as other people who sell their time and labor for a definite salary, but they occupy a social status which should make their word good even if they cannot be held legally responsible for their contracts. Teachers have no difficulty to enforce a contract with a school corporation because such corporation is financially responsible, but it is exceedingly difficult for a school to secure willing, efficient service from a dissatisfied teacher.

It is too common to think that it is unreasonable for a school board to insist upon the services of a teacher who has been offered a larger salary—the assumption being



that it is no trouble at all for a school district to get a substitute able to do the work well. In fact, so far has this theory goes, that it is not uncommon for a teacher to notify a school board of resignation and accept the preferred place without an honorable and legal dismissal. It is also common for teachers to have contracts and insist upon them as valid and yet leave their names in agencies for the first better place that might open, making applications and seeking so-called advancement without regard to either etiquette or ethics. Such methods are reprehensible because they deteriorate character and destroy usefulness, as well as lower the standards of a noble profession and trail them in the dust of contempt and contumely.

**Cultivate Ability to Stay in a Place; Don't be a Perpetual Candidate.**

8. The unreliability of school boards and the fickleness of public support is too generally supposed to be responsible for the peripatetic service of school teachers and their carpet-bag life, but it is in reality the teachers themselves who are largely responsible for their rolling-stone policy of existence. This acquiring and developing of ability to candidate for a new place, rather than ability to remain indefinitely in one place, is the bane of the educational profession. Before an environment is suitably known and understood and its forces are called into positive action, making effective the teacher's work in a community, the tramp disposition asserts itself and the impulse to try a new work and adapt himself to a new field has taken full possession and the victim to a wrong theory of progress moves on and on, never seeing the time when he can do his very best work and never fully realizing why his efforts are not better appreciated.

It takes time to show results; it takes patience and perseverance to work out the great problems of public education; it takes endurance to make a reputation for capability and success; it takes character, fidelity, and spirit, united with a long service for the welfare of one people to build a professional career. Men may hold professional positions, they may seek to gratify ambition by endeavoring to reach prominence in power and place, they may stand on the pinnacle of authority and dictate policies, but after all their work may neither be great nor glorious, grand nor excellent, effective nor permanent.

**All Around Manly Worthiness is Needed.**

The sure road to the largest and most positive success as an educator is in the attainment of manly worthiness, in the bestowing upon others gifts and benefits that are unable to be bought for money or secured by law, in the cultivating of such a spirit in life that is contagious and far-reaching so that mental and spiritual progress in the best things is in obedience to nature, in the forwarding of influences that favor a better and truer civilization

among men, and in no way are these conditions rendered more positively certain than by a development among the teachers of a country of a higher and more decided standard of etiquette and ethics.

## "The Teaching of Ethics."

By JOHN F. BURGETT.

Is the atmosphere of the school-room ethical? As I look back over the several school-rooms in which I was a pupil, I see that some had a moral atmosphere and some were places like shops and railroad depots, mere points where knowledge was acquired. In all of these the Bible was read to open the session; besides this in some of them a prayer was offered. But it does not seem to me that the atmosphere came from either of these sources.

In some of these schools, it is plain, the teacher possessed a strong moral character; he had a known attitude towards the fundamental virtues, honesty and truthfulness. A teacher had given out some hard "sums" to his advanced class; one pupil had put the solution on the blackboard; the teacher denied its accuracy and was seen to go to his desk and inspect something attentively and re-affirm that the solution was incorrect. That action only confirmed the observing pupils in the belief that the teacher claimed to know more than he really did. They did not believe that he was a perfectly honest man; this convinced them.

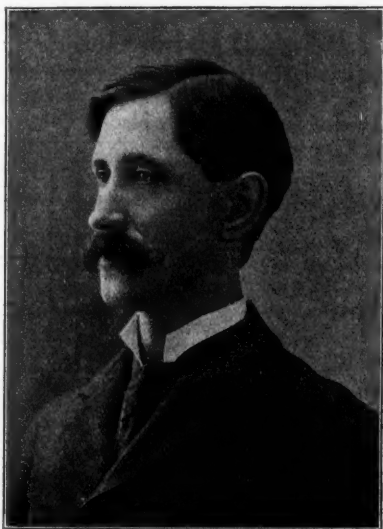
Another teacher of very moderate scholarship kept a manuscript book open on his desk, in which were all the solutions of the problems in an arithmetic, without answers; it was available by all the pupils; this man had a high moral standing in spite of apparent deficient scholarship. All children are good judges in the matter of honesty and truthfulness. The youngest child knows whether the teacher is honest and truthful.

A discussion arose between the older students in one school as to whether it was ever justifiable to tell a lie; they determined to refer it to the teacher. He told them that a case might exist when it would be justifiable, where a life would be dependent on a statement, when the question was asked unlawfully; but to all lawful questions, if an answer was given, it must be the correct one. He classified statements as truths, fiction, yarns, etc. This discussion produced a profound impression and was often referred to: "Remember what Dr. S— said," was often heard when some one was telling what was believed to be inaccurate. Those students had implicit confidence in the statements of their teacher.

A school is remembered where the teacher required each pupil to give verbally at night his estimate of his conduct during the day; to say "perfect" if there had been no whispering. Of course, this was a farce; yet the teacher was respected, because they saw the teacher could not believe the pupils lied. Tho this lying went on day after day, for a whole term, yet there was a high moral atmosphere because the teacher was a highly moral man; the pupils felt this.

Another school is remembered where the teacher desired to end in a blaze of glory. An exhibition was planned and much time for three months given to preparation. Among the items on the program were orations in French and Latin, yet there were no classes in these languages. The general estimate of the teacher was not high; his moral influence counted for nothing.

The teacher is the central figure; it is not what he says but what he is. All of us who go back to our school days will agree that we felt at the time which teacher firmly believed in the right and which was governed by circumstances. We saw the son of the school official let off with a reprimand and the son of a person of no influence beaten with rods for the same offence; we pitied the teacher for his weakness, but voted him mean. The teacher may read in the Bible, he may utter a prayer even, but the convincing thing is his life,—his attitude towards questions in which right and wrong are concerned.



Pres. FRANK B. COOPER, of the Utah State Teachers' Association.



## Physical Drill.

By ROBERT S. McBRADY, Minnesota.

Lack of enthusiasm is one of the greatest obstacles to be overcome in a physical exercise. By using the following drill I have almost entirely eliminated this feature.

The material required is a wand or stick for each pupil. The wands may be of any length, but they must be uniform. It is most desirable to have them sixteen or eighteen inches in length, and about half an inch in diameter. For purposes of recognition as well as ornamentation, tie a bow of bright ribbon at the center of the wand. Each class may have a color. Pupils take great interest in providing themselves with wands. Appoint a *warden* or keeper, also provide a box for holding wands when not in use. The duties of the warden are to distribute, collect, and care for the wands and "armory" (box).

Precede drill with a march, wands at "carry." When halted, pupils should assume position for drill, which is the same as "position for exercise," wands at "carry."

*Carry.*—Wand held perpendicularly in right hand with hand at side, top of wand resting against or under right shoulder.

*Salute or Present.*—1. Bring hand smartly to the height of, and directly in front of chin, back of hand to the front. Keep wand perpendicular. 2. Return to carry. Practice this move, counting 1, 2, until all can do it together without counting.

*Introductory Movement.*—1. Raise right hand to height of chest, holding wand horizontally. 2. Grasp opposite end of wand with left hand. 3. Bring both hands down to sides, wand held horizontally across thighs with both hands. This position I call *rest*.

In each of these exercises there are eight counts. Movements may be executed with musical accompaniments or by pupils counting 1, 2, 3, 4, 5, 6, 7, 8, in unison. Position of *rest* always assumed at Count 8.

*First Exercise.*—1. Raise arms until wand is held horizontally in front of chin. 2. Thrust forward to full extent of arms without bending the body. 3. Back to No. 1. 4. Repeat No. 2. 5. Repeat No. 3. 6. Repeat No. 2. 7. Repeat No. 3. 8. Rest. Repeat exercise.

*Second Exercise.*—1. Raise arms until wand is held in front of chin. 2. Thrust forward. 3. Back to No. 1. 4. Raise to full extent overhead. 5. Down behind head. 6. Overhead. 7. In front of chin. 8. Rest. Repeat.

*Third Exercise.*—1. Wand in front of chin. 2. Overhead. 3. Behind head. 4. Over head. 5. Front of chin. 6. Thrust forward. 7. Front of chin. 8. Rest. Repeat.

*Fourth Exercise.*—1. Keeping knees straight, bend body at hips until wand is held horizontally a trifle below the knees. 2. Keeping arms extended and eyes on wand, straighten up and raise wand over the head. 3. Down to No. 1. 4. Repeat No. 2. 5. Repeat No. 3. 6. Repeat No. 2. 7. Repeat No. 3. 8. Rest. Repeat.

*Fifth Exercise.* 1. Wand in front of chin. 2. Step off about eighteen inches with right foot half face to the right. 3. Lunge out with wand as far as possible, throwing weight of body on right foot and raising heel of left from floor but not moving toe from its position. 4. Back to No. 2. 5. Repeat No. 3. 6. Back to No. 2. 7. Draw right foot back to original position, face front. 8. Rest. Repeat.

*Sixth Exercise.*—Executed same as the fifth but step off to the left with left foot. Half face left. Repeat.

*Seventh Exercise.*—1. Wand in front of chin. 2. Keeping heels together, half face the right, using right heel as a pivot. 3. Thrust forward. 4. Back to No. 2. 5. Face front, using right heel as pivot. 6. Thrust forward. 7. Back. 8. Rest. Repeat.

*Eighth Exercise.*—Same as the seventh but half face to the left, using left heel as a pivot. Repeat.

*Ninth Exercise.*—1. Take an ordinary step half to the right with right foot. 2. Swing wand out and up as far as possible. Keep eyes on wand. Do not move left toe from its position, but raise heel from the floor. 3. Swing to the left. (Reverse of No. 2.) 4. Repeat No. 2. 5.

Repeat No. 3. 6. Repeat No. 2. 7. Repeat No. 3. 8. Rest. Repeat.

*Tenth Exercise.*—Same as the ninth, but step off to the left with left foot. Repeat.

Resume. *Carry.* March. March.

## Construction in Paper.

By ELIZABETH SANBORN KNAPP, Principal School No. 12, Yonkers, N. Y.

### Model 20—Ash Cart.

Using one square of paper, 6 in. x 6 in., fold and cut as indicated at Fig. 29. As the wheels are too large to be cut from waste pieces, it will be necessary to give

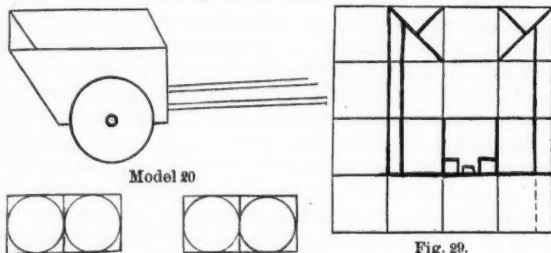
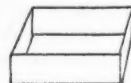


Fig. 29.

each pupil one-half a square of paper from which the wheels may be cut. This piece is not to be folded into squares. Use toothpicks for axle and thills, and peas for hubs.

### Model 21—Tray.

Cut as indicated at Fig. 31. Fold back at dotted lines and



Model 21.

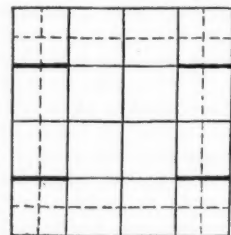
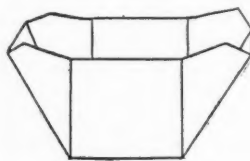


Fig. 31.

bring laps into position, placing them under the edge folded down.

### Model 22—Button Box.

Cut as indicated at Fig. 32, bring laps into position, and paste.



Model 22.

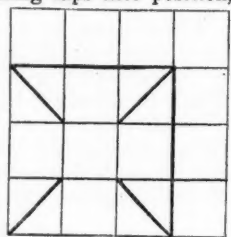
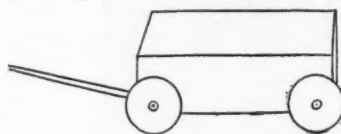


Fig. 32.

### Model 23—Express Wagon.

Fold and cut square 6 in. x 6 in., as indicated at Fig. 33, using for Fig. 34 one of the pieces cut away, and making the seat from the other piece. The depth of the



Model 23.

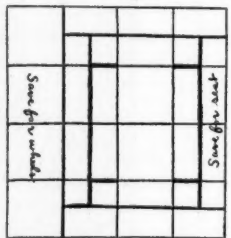
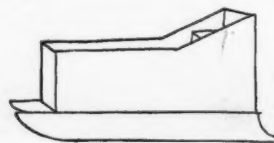


Fig. 33.



Fig. 34.



Model 24.

box is but one-half the width of the square. Use toothpick for handle, and peas for hubs. A cheap quality of collar button may be used for hubs, passing them thru the wagon box from the *inside*, and then thru the wheel.

#### Model 24—Sleigh with Box.

Fold and cut the sleigh as indicated at Fig. 35, and

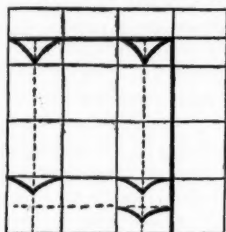


Fig. 35.

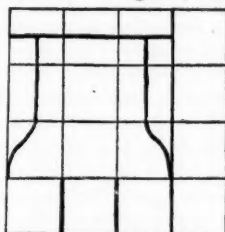


Fig. 36.

the box at Fig. 36. Pass each end of a piece of cord eight inches long thru the holes, and fasten.

#### Model 25—Egg Box.

Cut box as indicated at Fig. 37, and cover at Fig. 38, using one inch semi-circular tablets for tracing thumb

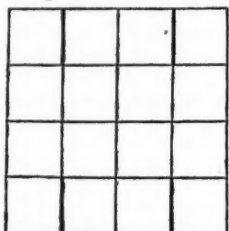


Fig. 37.

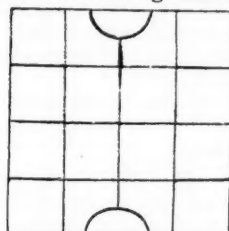
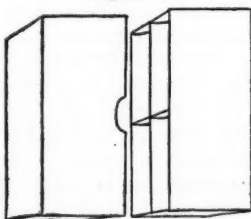


Fig. 38.



Model 25.

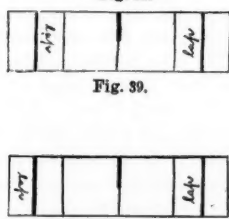
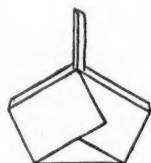


Fig. 40.

places. Use for partitions, pieces cut away from Fig. 35 and 36, and cut as indicated at Fig. 39 and Fig. 40.

#### Model 26—Shopping Bag.

Fold and cut as indicated at Fig. 41, saving for han-



Model 26.

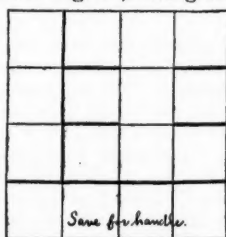
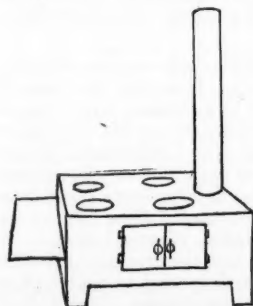


Fig. 41.

dle the piece cut away, and folding it in the middle—lengthwise. Cut and use one piece for handle, folding it lengthwise and using double. In pasting bring the in-



Model 27.

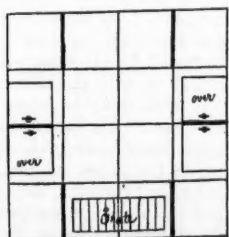


Fig. 42.

side corners of *outside* squares together, and place the middle square inside these two, with the ends of the handle between.

#### Model 27—Stove.

Use for this model three squares of black paper—6x6 inches.

Fold and cut as indicated at Fig. 42 for body of the stove, making lines for *grate* with a red lead pencil. Indicate, with black pencil, the hinges and knobs on oven doors.

Cut and fold hearth as indicated at Fig. 43, showing hinges and knobs on doors. Bring Fig. 42 into shape

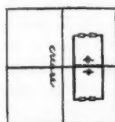


Fig. 43.

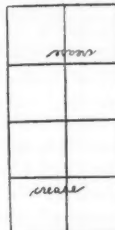


Fig. 44.

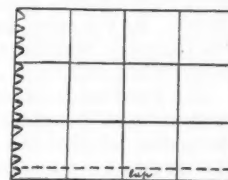
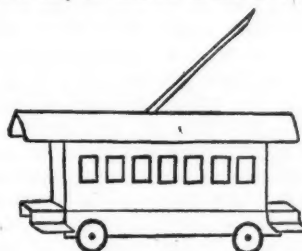


Fig. 45.

and paste. Use Fig. 44 for the bottom of the stove, fastening it onto the *inside* of front and back of stove, so as not to interfere with the use of the oven. Place the hearth in position and fasten, then open front doors. Cut and fold pipe as indicated at Fig. 45, and glue to stove.

#### Model 28—Trolley Car.

Cut as indicated at Fig. 46, cutting *out* for windows, or the windows may be drawn on and not cut out. Cut



Model 28

the bottom of a car as indicated at Fig. 47. Use toothpicks for axle and peas for hubs, making wheels from

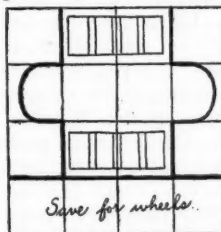


Fig. 46.

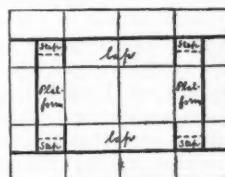


Fig. 47.

piece cut away from Fig. 46, and the pole from other waste piece, fastening it to car as indicated in drawing.

Fold and cut as indicated at Fig. 48 for body of cart, using corner squares, cut away for the wheels, and re-

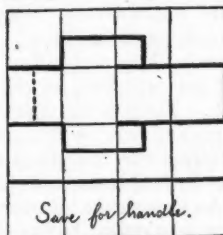


Fig. 48.

maining piece for the handle, making the handle eight squares in length, and one-quarter square doubled, in width.

## The Far East.

By SUPT. W. E. CHANCELLOR, Bloomfield, N. J.

There is a greater joy than travel, and this greater joy is the memory of travel. For the memory of travel broadens the bases of judgment and enriches the life of the soul with new interests. Travel means acquaintance with new kinds of humanity, and emphasis of love for the good, irrespective of the individuals in whom the good is found. The true traveler goes his journey, not as a critic, certainly not as a sight-seer, but essentially in the spirit of one who loves his fellowmen. By this test *Intimate China* by Mrs. Archibald Little is a fine book of travel. By the same test *The Awakening of the East* by Pierre Leroy-Beaulieu with preface by Henry Norman is essentially a failure.

The Far East is to-day, in church and state, the foremost topic of thought, conversation, and action. It concerns the religion, the politics, and the war-footing of the greatest nations of earth. If any social law has been established by the science of sociology it is this that great homogeneous populations can progress only by being subjected to conquest by other peoples; such a population is that of China. The conquest may take the form of the victory of ideas thru the admission and acceptance of foreigners, as in the case of Japan, since 1884, or it may take the form of the victory of arms, as in the case of the Norman invasion of France a millennium of years ago. But no power within a nation ever saves it when the degeneracy of a common social mind has once set in.

In Leroy-Beaulieu's volume we have the tales of a traveler who spent a year in Siberia, Japan, and China. He divides his narrative under these three heads. As the area of these three regions is more than twice that of the United States, as their populations number seven times ours, and as he has written his book at once, no reader has any right to anticipate any great value in his opinions. The author is apparently a very energetic person who has rapidly collated a great many facts—there are many details of value in these pages. Mr. Henry Norman, who is a famous journalist, positively assures us that no one would suspect the French nativity of our author, so catholic are his judgments. Mr. Norman, however, has made a very bad mistake, for the brilliant Frenchman is French to the very core in this narrative. His language is the typical epigrammatic extravagance of second-class French litterateurs and journalists. He strikes out grand generalizations in one sentence only to recall them in numerous exceptions in a paragraph of qualifications. As for sympathy with the Siberian peasants or the Chinese toilers our French traveler never recognizes the idea: he is a critic bent on book-writing. Of the three parts of the book that treating of the Japanese is far the best, because the Japanese are more like the French than are the Russians or the Chinese. Inevitably our French author has a certain insight into their characters.

*The Awakening of the East* is a timely book. It is interesting. It is hard and cold in thought and style; but it is substantially true. Siberia may become a second-rate Canada; Japan is likely to become a really fine nation; and China is rotten in her administration, but her common people are worth saving. [McClure, Phillips & Company, New York, pp. 289. 12mo.]

One reads *Intimate China* and suffers with the author all the sadness of the narrative, for she goes to the very heart of the truth. There is no mistaking a great book of travel; when once it reaches the hands, we are transported out of ourselves into the life of the alien humanity. Mrs. Little both knows and feels what she is writing about. An experience of over a score of years in China, not as a missionary, but as the wife of a business traveler, has enriched a bright mind and a warm heart with the truth of four hundred million lives. Her narrations whether of mountain travel or of city life her criticisms of foot-binding, of superstitions, of social customs, her descriptions of men and of things are always as

admirable from the literary point of view as they are convincing to one who desires to get the truth from truthful pens. We do not find here the recital of Chinese sins as seen by hurrying travelers rushing in and out of treaty-ports; but we do find the characteristic Chinese sins as seen by one who knows the shops, homes, and farms of inland cities.

According to our author, the Chinese are a people who know little of happiness, who are without personal beauty or attractiveness, who lie, and oppress, and gamble, and who do even worse things. They exist rather than live. Three great evils strike into the very heart of the nation. Of these, the worst, Mrs. Little thinks, is foot-binding, of which awful torture more than ten per cent. of Chinese girls die, and which ruins the health of every Chinese woman. She says that China has had no man of genius for a thousand years, and that a thousand years ago foot-binding began. The mothers of China cannot bring forth great men. The second great evil is the mandarinism, which is the result of the Chinese civil service system. By their examinations the Chinese reject all persons of originality and select for highest honors the most conservative of all. The fraud, corruption, oppression, and incompetence of the Chinese government passes belief. The third great evil is opium-smoking. Of great virtues, the Chinese exhibit few typically.

In what is the life of China? In conquest by foreigners, in the foreign missionaries, and in the foreign merchants.

The emperor, Kwang-Su, is the subject of many pages, which reveal him as a true reformer. He loves his people, he desires progress, he has no power. His position is an enigma until we clearly understand and can use the central truth about China, that she is helpless from her own inertia. Even the dowager-empress, Tze Hsi, has no personal power. She is at the vortex of certain forces, ages old, now at the very point of conflict with each other. For China is illustrating to-day that social law from which she cannot escape. Unless conquered from without, every homogeneous people in its degeneration at last reaches the stage when factional heterogeneity, thru the differentiation and integration of social groups, sets in, and the nation ceases to exist as one people.

The book is beautifully printed and illustrated. [Lippincott, Philadelphia. 8vo. Illustrated, pp., 429.]

*James Martineau; a Study and a Biography*, by the Rev. A. W. Jackson. The author of this volume has devoted a large amount of study and care to its preparation and had brought about his work to a conclusion when the death of James Martineau was announced. The importance of an adequate memoir of this great man can hardly be over-estimated, for James Martineau was one of the great figures of the nineteenth century, and perhaps its greatest theologian; his inspired words appeal to the religious minds in all denominations. He was first of all a noble Christian preacher and teacher, and his allegiance was given to the Christian church universal rather than to any Christian sect. He gave the world a new and satisfying theology, a theology which he might carry with him into any Christian church, and a theology in which many of the profoundest minds of Christendom find rest for their souls. As a record, not only of a man, but of a great and far-reaching theological movement, this book is a remarkable one, a faithful study of a movement in thought of which Martineau was a leader. (Little, Brown & Company, Boston. Price, \$3.00.)

*The Beacon Biographies* are handsome little volumes, of pocket size, edited by M. A. De Wolfe Howe. They give the lives of noted persons in small space and in a pleasing style. Sarah Barnwell Elliott writes of *Sam Houston*, whose life work is so bound up with the history of Texas. That redoubtable fighter was what would be termed to-day an expansionist. Everybody now honors the hero of San Jacinto; he helped save Texas from Latin-American semi-barbarism. Another of these biographies traces the career of that great soldier, *Stonewall Jackson*; it is by Carl Hovey. The clear sight into the practical situation and the ability to perform with certainty what he undertook to do, so remarkable in Jackson, are well shown. (Small, Maynard & Company, Boston. (Price, 0 75 each.)



## Notes of Books for Teachers.

By SUPT. F. R. SPAULDING, Passaic, N. J.

*Diary of a Western Schoolmaster*, by Supt. J. K. Stableton, Charleston, Ill. This little book contains, in as many chapters, twenty admirable concrete studies of the phenomena and pedagogy of adolescence. A wide range of typical and marked adolescent characteristics, each embodied in a particular boy, are graphically described. Some of the best chapters treat respectively of inveterate lying, adolescent love, superabundance of physical and mental energy, temporarily arrested development, a boy's need of a friend, etc. The varied treatment of these boys, which proved successful in most cases, is fully described. The reader needs not the assurance of the author that every character sketch is genuine, taken from the writer's own experience. The spirit that pervades every sketch is that of the true, hopeful, sympathetic, but firm teacher. The principles illustrated, and occasionally expressed incidentally, are thoroughly sound, as one may judge from the following brief extracts: "This fact presses itself home to me more and more; that teaching is after all a hand-to-hand, intellect-to-intellect, heart-to-heart contact with individuals, and that in all this direct work a good grain of common business sense must be exercised. Classes are necessary in the movement of school work, but the teacher who stops short of a knowledge of individuals must remain more or less a failure." "The boy that can carry but a part of the work this year may be stronger next year; but, even if he is not, in the fable of old it was the tortoise and not the hare that won the race. We would better give opportunities to ten boys that fail to develop rather than to 'work out' one boy that might develop." "Here is where many high school principals and teachers fall short; they do what they believe to be right, but for want of tact and a close sympathy with the scholars, they are not able to look at the offense from the standpoint of the girls and boys, and so fail to meet the requirements of the young people's sense of justice." "We cannot handle people with tongs and draw forth the proper response. We must understand and appreciate, from their point of view, the life they live to be helpful to them."

A perusal of these stories from life may easily have more influence with a teacher than the study of an abstract treatise covering minutely the same subject. The book is especially commended to those whose ideal is an inflexible course of study, a fixed standard of attainment for all, iron rules of conduct with uniform penalties for misdemeanors, in short, a school organized for the benefit of teachers and subjects, instead of for every pupil who may enter. (J. H. Miller, publisher; Ainsworth & Company, Chicago, Ill. Pp. 140).

*Education in the United States: A Series of Monographs* prepared for the United States Exhibit at the Paris Exposition, 1900. Edited by Nicholas Murray Butler. The comprehensive scope of these nineteen monographs, which were contributed to the Paris Exhibit by the State of New York, can best be indicated by the list of subjects treated. Following the editor's introduction, which gives a brief preliminary survey of the field, the following topics are discussed: "Educational Organization and Administration," by Pres. Andrew S. Draper; "Kindergarten Education," by Susan E. Blow; "Elementary Education," by Commissioner William T. Harris; "Secondary Education," by Prof. Elmer E. Brown; "The American College," by Prof. Andrew F. West; "The American University," by Prof. Edward D. Perry; "Education of Women," by Pres. M. Carey Thomas; "Training of Teachers," by Prof. B. A. Hinsdale; "School Architecture and Hygiene," by Prin. Gilbert B. Morrison; "Professional Education," by James Russell Parsons; "Scientific, Technical and Engineering Education," by Pres. T. C. Mendenhall; "Agricultural Education," by Pres. Charles W. Dabney; "Commercial Education," by Prof. Edmund J. James; "Art and Industrial Education," by Isaac Edwards Clark; "Education of Defectives," by Prin. Edward E. Allen; "Summer Schools and University Extension," by Prof. Herbert B. Adams; "Scientific Societies and Associations," by Prof. James McKeen Cattell; "Education of the Negro," by Booker T. Washington, and "Education of the Indian," by Supt. William N. Hailmann. The names of the contributors of these papers, each a recognized authority on the subject treated, is a sufficient guarantee of their high quality. As one would expect, each writer has sought especially to present his subject in a way to make it clear to Europeans; this does not make the work any the less, but rather the more valuable to Americans. The whole series of monographs together give, as the editor says, a thoroughly accurate "cross-section view of education in the United States in 1900." At the same time, most monographs touch more or less on the historical development of their respective subjects. The treatment of "The

American University," which is fairly typical of the point of view and aim in all the monographs, may be indicated by the following sub-heads: "Do Universities or their Equivalent Exist in the United States?" "Different Forms of American Universities," "The State Universities," "Contrast with European Universities," "Earliest Beginnings of University or Graduate Instruction," "Development of the University out of the College," "Influence of German Models and Methods," "Qualifications for Admission," "Studies and Degrees," "Honorary Doctors of Philosophy," "Aids to Study and Research—Museums, Laboratories, Libraries," "Publications of American Universities," "Fellowships and Scholarships," "Gifts and Endowments," "Some Present University Problems."

Each author discusses the relation of the particular phase of education under treatment to other closely related phases, so that the combined work of all should give a fairly connected view of the whole subject even to a foreigner. The whole work is a most important contribution to the future history of education. For reference, it will increase in value every year. A similar work ought to be prepared at regular intervals, say every decade. (J. B. Lyon Company, Albany, N. Y. [Pp. XVIII., 977, in two volumes. Price, \$3.50.)

*The Listening Child: a selection from the stories of English Verse, made for the Youngest Readers and Hearers.* By Lucy W. Thacher. More than a hundred poets from Chaucer to Emily Dickinson are represented. Most of the selections are classic, and few of them without real merit. Yet the compiler seems to have made a serious mistake in allowing herself to be guided by historical considerations more than by an appreciation of the interests and understanding of the "youngest readers and hearers," for whom the book was prepared. In a "preliminary note" T. W. Higginson commends the work of Mrs. Thacher, and especially on account of the "proportions assigned to different authors, and periods." This feature, it seems to us, is its chief merit,—a merit which is rather a defect under the circumstances. (The Macmillan Company, New York, 1900. Pp. XXIX., 408. Price, \$0.50.)

*The New Education Illustrated*, by Edith C. Westcott, with photographs from life by Frances Benjamin Johnston. In these books the unique idea is carried out of showing by pictures just how different the work of education is carried on now from what it was when some of us, who do not call ourselves very old, went to school. In fact it will be a revelation to many people. The change from text-book memorizing to lessons from objects and the doing of things is really a revolution. We have before us three numbers of this series—*Primary, Arithmetic, and Geography*—showing by photographs the classes engaged in their work. The pages are oblong, 12 x 8½ inches, and each book contains about fifteen pictures, with explanations on opposite pages. The character of the work done in our schools is represented as it could not have been in any other way. (B. F. Johnson Publishing Company, Richmond, Va.)

*The Ivanhoe Historical Note Book, Part I.*, relates to the United States. It contains a series of outline maps to be used in the teaching of our history. Most pupils cannot draw with sufficient accuracy to make the necessary maps. The maps here given can be filled in by the pupil with towns and other features as the history is studied; he will thus gain an idea of the geographical setting of the events, an indispensable condition for the understanding of history. (Atkinson & Menzer, Chicago.)

*Timely Games and Songs for the Kindergarten*, by Clare Sawyer Reed. In this collection are games to exercise the senses of hearing, sight, touch, taste, and smell, and also games, relating to familiar objects, such as the windmill, kite, skating, etc. There are also gift songs and other songs. These pieces are well chosen and will be an efficient aid in kindergarten work. (J. L. Hammet Company, New York and Boston.)

*Elements of Ethics*, by Noah K. Davis, LL. D., professor of moral philosophy in the University of Virginia. The aim of the author has been, to present a simple, direct, and comprehensive theory of morals. He has presented his preferred theory, starting from a principle, proceeding logically in the development of a complete system, and indicating cursorily many practical applications. Truth has been sought from all sources—the only logical attitude for the honest investigator. In this book is summed up the results of the author's reading, thinking, and teaching for many years, and offered in a shape that will aid other teachers. It is a chart by which the student can plan his further explorations in this useful science. (Silver, Burdett & Company.)

(Other Book Notes will be found on page 77.)

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JANUARY 19, 1901.

### What is a Fad?

Much depends on the age of the fad. It was a fad with Columbus that the East Indies could be reached by sailing west. Froebel had such a severe attack of fad that he was called an "old fool." It was a fad with Horace Mann that teachers should be trained in normal schools; Massachusetts will hardly look at a person who wants to teach and is not trained at a normal school. Bishop Potter's father took up the normal school fad in 1844, in New York state, and had a school established in Albany, tho the academies and colleges were all opposed. It was a fad in 1870 that boys and girls in the primary school should study the elements of grammar; THE SCHOOL JOURNAL opposed this most earnestly. It was a fad that the pupils in the grammar schools should spend much time in picking badly constructed sentences to pieces and giving the rule, note, observation, and exception. THE JOURNAL also this opposed.

It was and is a fad that anybody can teach if he knows some things his pupils do not; this fad is a deadly one. It is a fad that any man can tell you what pupils should or should not learn; this is a contemptible, silly one. It is a fad (of this last class) that the maxim of the teacher should be "few things, and these thoroly learned." It is a fad that only the memory needs to be ministered to in school; this is depriving the child of his birthright, the influence towards a noble life.

### The Aim of the School.

At an important meeting of clergymen in New York on the evening of the last day of the past century, the remark was made that not as much nor as strong an influence as was expected upon general civilization had resulted from the public school. The cause of this was asked for, and the seemingly satisfactory reply was that the aims of the school were too low. This discussion, while not a part of the public solemn utterances, showed that the school is to be judged by no means solely on its thoroughness in dealing with the three R's, but as to its total aim also, as has been so frequently pointed out.

It is not easy to make the aim of the school higher than that of the community in which it is placed; and yet, upon consideration, we see that it must be. The school is a center of light, influence, and knowledge. If its tone is not different from that of the shops, which the pupil passes on its way thither, it is not a school. The teacher's aim is for more than simply drilling in the tables of weights and measures, teaching to read and write, and how to perform the four rules of arithmetic. It must take an account of that joyfulness which marks an assemblage of youth. It was the remark of Froebel that "Joy opens the heart to the entrance of kindness and love." It was to cultivate these feelings that he made games a part of the kindergarten.

There will be the formation of ideals, whether the teacher takes notice of it or not. What is the ideal to-day that beckons on the young immortals that gather

in the schools? Suppose we go to Yale or Harvard and ask what they have set up. It is probable that the athletic ideal still maintains its powerful hold. And the devotion by a newspaper of an entire page to a fist fight discloses the mental condition of a vast number of the homes whence the pupils come. To tear down false and set up right and noble ideals must be a constant duty of the teacher. The Sermon on the Mount shows the Great Teacher at work, at the beginning of his career, in placing a new set of ideals before the world. No matter what those of the street or the home are, the ideals of the school must ever be those that exemplify righteousness, duty, and honor.

Beyond the facts of the text-book there is a realm of truth into which the pupil must be led. Very few even of the youngest but have already stepped over the threshold. More important are these truths than any other knowledge. When the Hebrews had left Egypt behind them, certain rules were given; this people is distinct from others to-day because of the basal truths they learned. Jesus interpreted truth to the world as never had been done before. Much that he said was what may be termed religious truth, but much was what may be termed universal truth. Among the latter are the striking parables of the "Sower," the "House on the Sand," the "True Neighbor." These show what the teacher may do who aims to impress the great structural truths of the universe upon his pupils. A pupil with these fastened in his heart and mind is educated; lacking them, no matter what courses of study he may have pursued he lacks education and far more.

Of course, then, the problem is to find teachers who perform this broad, seven-fold work. The public has become accustomed to look at the teacher as one who imparts information of a certain and limited kind. The thoughtless teacher is too apt to fall in with this popular view.

The teacher has certainly broadened his ideas, and his aim is sensibly higher than it used to be, but it is not yet equal to the demands of civilization, and the increasingly pressing effort of the human heart to go beyond the partial explanations of its surroundings and find its rest on the unchangeable.

### Superintendent Frye Leaves Cuba.

Mr. Alexis E. Frye, lately superintendent of public schools in Cuba, arrived in New York with his Hispano-Cuban bride, January 14. The news of his resignation, tendered on January 9, barely preceded him. It is rumored that the resignation was due to friction between Mr. Frye and Gen. Leonard Wood, the military governor of the island. It is understood that, altho the two men disagreed radically in matters of policy, there was no personal feeling between them and that they parted amicably.

Mr. Frye has been in Cuba fifteen months. He found the schools depopulated, hardly more than 10,000 children on the rolls and no school-houses worthy the name on the island. In five months there were schools filled with 145,000 pupils. The Cubans were at first suspicious of this Yankee organizer. They declared that he was in his present place as sales agent for his own text-books. But Mr. Frye disarmed hostility on that score by refusing to permit the sale of his own books in Cuba and by turn-



ing over his entire salary to Cuban charities. In the course of the remarkable excursion of the Cuban teachers to the United States, he was especially careful to



Alexis E. Frye.

avoid anything that savored of proselytism. As a result he became, without doubt, the most popular American on the island.

After a short visit to Boston Mr. Frye will leave for California where he has extensive orange groves.

The description of the "Common School Community" plan presented in THE SCHOOL JOURNAL of January 12 will be continued next week.

It was a commendable move on the part of the school board at Peoria, Ill., to relieve the Women Teachers' Club of the payment of rental for a club-room in one of the schools, on condition that the amount heretofore paid be used in purchasing a library of pedagogical books. This means that \$250 a year will become available for the building up of a splendid pedagogical library. Peoria recognizes the need of professional reading and continuous self-improvement on the part of her teachers.

There are said to be at least 100,000 children growing up in Ireland who have never entered a school door. The county councils are empowered to enforce compulsory attendance of all these children, but only in rare instances have they attempted to do so. It is of little use, says the Irish *Educational Journal*, to develop new programs and equip fine school-houses when the people will not take advantage of them. The Irishman needs education. Given it, he surmounts every difficulty and mounts to the acme of success. The first step toward making Ireland prosperous, renowned, and happy is to educate its children, and the preliminary stage is to enforce strictly the Compulsory Education Act in every district of the country.

Educational affairs in Iowa are looking up as never before. Several interesting movements are under way whose development will be watched with interest. A most important step was the inauguration of the new school library law, which makes it mandatory on school townships and rural independent districts "to establish libraries for the use of teachers, pupils, and other residents" in each district. THE SCHOOL JOURNAL will speak of its operation more fully in the near future. State Supt. Barrett has organized this department in an admirable way.

Rumors have been circulated in the papers and denied by Acting Pres. Henry P. Walcott, to the effect that President Eliot, of Harvard, is about to resign his position. What started such a report is not known. President Eliot is in the best of health, but as he had taken no vacation in fifteen years, he decided recently to make a little pleasure trip to Europe. It is not likely that Harvard will be deprived of his valuable services at this time.

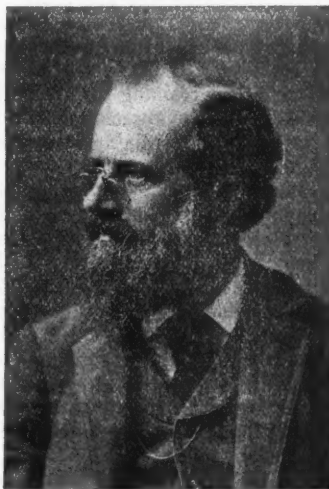
A loss, at least temporary, which Harvard is likely to sustain arises from the continued illness of Prof. William James, of the department of psychology, who is passing a year of invalidism in Italy and whose condition is reported by the papers to be serious.

Here is a good example of the practical value of industrial training for the negro. The German government has engaged a number of teachers and students from the Tuskegee institute to go to the German possessions on the west coast of Africa and begin the development of cotton plantations there. The party was due to arrive about January 1, fully equipped with everything from the seed to the gin.

Wage-earners in Germany are forced to be provident. Ambassador Andrew D. White has issued a report in which all the provisions of the law relating to compulsory invalid insurance are carefully discussed. Servants who are working for wages, private teachers and tutors, other employees whose annual incomes do not exceed a mark are insured after the completion of their sixteenth year. The whole body of wage-earners is divided into five wage classes. The premiums, paid and the pensions in case of disability vary of course according to the class in which one finds one's self.

Prominent Baptist clergymen of Chicago have united in protest against the introduction of a course in the art of war into the curriculum of the University of Chicago. The subject is certainly one that deserves serious consideration. To many people the military instruction at the Massachusetts Institute of Technology has always appeared an anomaly.

Berlin school people have hit upon a novel plan for securing the right development of children, says a writer in Harper's *Bazar*. They are providing for an interchange of city and country children. The poorer classes of Berlin who cannot afford family outings, are enabled to send their children to the country, and in exchange they receive the children from the country home, who thus get something of the liberal education afforded by town life. The plan is working so well that it is now proposed to make it international, and to establish an exchange of children between different countries.



Chancellor W. H. Payne, of the University of Tennessee, who succeeds the late Prof. B. A. Hinsdale in the department of the science and art of teaching in the University of Michigan.



## Letters.

### Why Country Boys Excel.

In the December 15th issue of THE SCHOOL JOURNAL I was particularly interested in your editorial commenting on the adverse criticisms of a venerable member of the Chicago school board, Mr. Thomas Brennan, on city schools. The statement that the inferiority of our city-educated boys, as compared with country boys was due to the city system of education in our schools, coming from one who has been for thirty years on its board and for upwards of fifteen years chairman of its school management committee, certainly is not very complimentary to the system that he, more than any other one man, has helped to make.

It is just possible that this Nestor of our school board members is mistaken as to the true cause of the alleged superiority of country boys in developing into successful business men of our great cities. I, for one, believe in the superiority of the country boy, but credit it to a cause very different from school curricula.

In your interesting editorial you indicate this by calling attention to the fact that in most of our best country schools about the same so-called ornamental studies are taught as in the city. It would, indeed, be a strange thing if all we are doing in our city schools and in our most progressive country schools was a positive injury in training for successful business men and good citizens; and I doubt very much if only in backwoods places, where little money and less talent is expended on education, can be found the best schools in which to make men.

The mistake that our venerable friend and others, who deride the modern ideas of our city schools, make is in charging this apparent difference between country and city boys to the school education.

The school is but one of at least three potent factors in any child's education. It is only by considering the influences of the other factors that one can determine why the *product* we call the country boy becomes the more satisfactory in after life.

May one who was raised a farmer's boy and whose teaching life of nearly thirty years has been about equally divided between the two classes of children, venture to assign a different reason for this superiority of the country boy? (For I believe it exists.)

The other two factors that are so potent in the education of a boy are his *home life* and *habits*, and his *social life* and *habits*.

We cannot get away from either of these in the education of either the country boy or the city boy. Every teacher knows their influence in the make-up of a boy's education. Greater differences are found among our boys because of these two sources of education than can be found coming from inherited intellectual or moral tendencies. From both of these sources the country boy receives much the better training for life work. He has this as the result of his environments—not because of the parental influence and training being better in his case than that of the city boy.

First, the country boy, rich or poor, is blessed with *work* to do, ready at hand. He cannot escape from it if he would. From the age of five till he leaves the parental roof a young man, he has been acquiring the *habit of industry*. He has his share of the "chores" to do about the farm. He has definite, particular responsibilities assigned to him from his youth up. He early learns to attend to these duties as a matter of course in his everyday life. He is never allowed for a moment to think that they can be neglected for his own personal pleasures. "Work first, and play if you get time," is, in his home life, an accepted fact.

It grows into a habit of his life. Before he leaves his "teens" it has become so fixed upon him that thru life it never leaves him. Unperformed labor awaiting him ever gives him solicitude until it is performed. An occasional half holiday for the farmer's boy is so rare a thing that he does not feel quite right in taking it, and

he finds himself wondering if it is just right for him not to be at work.

Again the farmer boy has to do with living things dependent upon his prompt care and attention or they suffer and perish. If he goes off for the day to the fair or to a picnic or to town for a few hours he has ever on his mind the living creatures at the farm that are dependent upon him for food and drink. To them he must return promptly, no matter what the temptations for personal gratification may be. Duty—imperative duty—calls, he early learns to heed that call. All personal convenience or pleasure he learns to make secondary to it. He grows up to manhood with this idea of duty before pleasure firmly rooted in his conscience and fixed by habit.

Now look at the average city boy in his home duties. First, there is usually very little for him to do if he stays at home. Possibly a furnace to attend to in winter, or a lawn to mow or sprinkle in summer. But no regular, systematic work. His time is spent mostly in following his own personal gratifications. If he desires to go away for a day or a week, he goes. His duties will be performed by some other member of the family, or perchance he asks his next-door chum to attend to it for him. These few duties about home are an annoyance anyway. He often finds an excuse to shift them on to some one else. The city boy grows up feeling that a good time is what he is entitled to; that work, what little there is of it, is a bore anyway. Time enough when he gets ready to "go to work," as he calls taking a position in some office or store or going into some shop or business house. The country boy never has to think of a time when he will have to "go to work." He was always at it from his very childhood. It has become a part of his very nature to work.

Then, what a difference in the way the two boys work. The country boy works, as the saying is, "by the job." He works to get the work done. He is interested neither in what his companions are accomplishing nor in the hour of the day, only in getting the task before him completed. Our city boy on the other hand works "by the day." He watches the clock. He will not begin a minute before eight. He drops everything on the stroke of twelve or five. Then again he is comparing his work with others around him. He is trying for an easy place. He puts in time, rather than pitching into the work. He reasons that if he works fast his employer will do with fewer employees. The chief thing is either get more help in the office or find an easier place. Then, too, he is impatient—he wants his wages advanced in a few weeks: if not, he looks for some other job. His country cousin, on the other hand, is foolish enough to do all he can in the day. He is not used to working "by the clock" but "by the job" before him. He cheerfully works after five or begins at once when he arrives in the morning. He has an old-fashioned idea that his employer's interests are his—that his duty is to do the best he can for him. The city boy laughs at the "country hayseed" who is always ready to do anything for anybody. Ultimately the country boy's work and attention to duty tells. The firm appreciates his efforts if no one else does. He gets the promotion. In time he learns city ways in dress and address, but he still retains his early training in habits of industry. He still works "by the job," not "by the day" or "by the clock."

I know of two large wholesale houses that when they want boys to put in their business houses to train for salesmen and experts, always write out to their country customers to recommend them a country boy. One of these firms, a large barbed-wire house in Chicago, has taken six or eight boys from the same country town in the last ten years, and all are holding responsible positions. The country merchant, who recommended all of these boys inquired the reason for it from the head of the city house. I have given the merchant's answer in the comparison made above.

The third element, the home environment, is equally to the advantage of the country boy. First, he is more

at home than his city cousin. His work keeps him there to begin with. Again, his isolation from others in his country home keeps him there. The country boy is with the best companions for a boy on earth, father and mother, when his day's work is done. The city boy is out and away to the companions in the next house or the next block as soon as he has a leisure hour. Fathers and mothers see comparatively little of their children in the city. The country boy's companions are few, except those of his home. The city boy has a street education, that is none of the best, thrown in his way as soon as he passes from the parental door. How few city parents know just what this street education of their son's is? There he acquires social habits and ideas that neutralize many of the good precepts that the city parent attempts to impart as faithfully as the country parent does.

There can be no doubt that the influences cited above have more to do with the success of the country boys than the schools have. If cities had as poor schools as the country there would be a still greater difference in the success of the boys.

JOHN T. RAY,

Chicago.

Principal John Crerar School.

### Which?

I notice in certain papers that the termination "ise," is being used instead of "ize." Webster says these are the principal ones: advertise, advise, apprise, arise, catechise, chastise, circumcise, comprise, compromise, criticize, demise, despise, devise, exercise, exorcise, franchise, (and its compounds), merchandise, premise, revise, supervise, surmise, surprise. There is another class that takes the termination "ize" or "ise" depending on the author; in England "ise" is more used than "ize."

Brooklyn.

TRUMAN BOWEN.

### Are You a Student of Education?

A request was lately made in one of our periodicals for lists of books owned by teachers relating to education and for opinions as to their value in school-room work. Over two thousand replies were received, and it was apparent that a large number owned several books; in some cases teachers receiving moderate salaries owned a number. Over and over the expression was used, "My special need is more books on education."

Now it is a matter of history that twenty-five years ago it was hard to sell a book on education to teachers. The change of front indicated by these letters must have a reason. It is a matter of constant public comment that an immense movement has taken place in education. That movement is the investigation of educational problems by the teacher. Until about 1875 all the teacher felt desirous of knowing was concerning the keeping of order, and that the answers given to his questions were correct.

It became apparent to many, however, that this position was a weak and mean one. The teacher determined to understand the business which he represented before the public. He felt his work to be something above a mere trade; it was worthy of being a profession. He became the owner of books; he studied the history, principles, and methods of education.

While this is true of a large number, there are yet in and around the great city of New York many teachers who have never inspected the hundreds of books relating to education that we have on our shelves. We give these a cordial invitation to examine them. Do not let a week pass without looking over the valuable works written by the educational masters.

In our Western office in Chicago we lately noted how large a number came in not only on Saturdays but in the afternoons of other days of the week. It is study of these educational works causes the intense enthusiasm which prevails in the Western schools. In Boston, too, on Saturday the bookstores known to keep educational books are thronged. Let New York teachers follow this excellent example.

## Educational Outlook.

### Why They Leave School.

ST. LOUIS, Mo.—In his annual report the president of our board of education takes up the question of the continuance of pupils at school. It is a fact that St. Louis children go to work very early. In especial, the proportion who enter the high school is very small.

This falling off in attendance can be checked in the grades, it is thought, by a more rigid execution of the compulsory education laws and by the establishment of the free text-book system thruout the schools. The remedy for small high school attendance lies largely in the creation of new high schools. At present there is only one. Boston has fifteen so disposed that very few of the pupils have to pay carfare. Most of the pupils of the St. Louis high school have to pay ten cents a day carfare. That means over twenty dollars a year—a large amount in many families. Boston children go to the high school as a matter of course; in St. Louis the high school is regarded as a sort of higher education for the benefit of a few children.

### The Teachers' Pan-Tourist Company.

Under the above title several of the Buffalo school men have organized a company to entertain teachers and others who are planning to visit the Pan-American Exposition during the months of July and August. Their plan has all the advantages of the personally-conducted tour. For those who wish to combine a summer outing with their trip, a teachers' camp has been established with every comfort and convenience that is consistent with living in tents. This plan is very inexpensive. For those who prefer to room in the city, suitable arrangements will be made. Particulars can be had from the secretary, Mr. Daniel Upton, director of manual training, Buffalo.

### Salaries Raised in Pittsburg.

PITTSBURG, PA.—The principals will get an increase after all. As announced in THE SCHOOL JOURNAL Dec. 15, the attempt to raise the salaries of those principals who have more than four hundred children under their charge was defeated thru the opposition of the seventeen principals who failed to come in under the arrangement. Now, thru the board's reconsidering its former action, the salaries of all school principals in the city are advanced ten per cent. This will add about \$6,500 to the financial budget.

### Growth of the University of Rochester.

ROCHESTER, N. Y.—That this city is rapidly becoming one of the educational centers of the country is evinced by the annual announcement of the University of Rochester. The catalog dwells at some length upon the museums and libraries which are accessible to students. The Ward geological collection, founded by Prof. Henry A. Ward, are among the most valuable of their kind in the world. Outside of the university the students have ready access to Ward's natural science establishment and to the most extensive botanical nurseries in the country. The university library, which is excellent, is supplemented by four special libraries in the city, all of which are open to students. Rochester is a good place to be educated in.

### Dog Tax for the Schools.

A petition has been sent to the Massachusetts legislature asking that the money raised from the licensing of dogs in Suffolk county be applied to the school fund of the city of Boston. At present it goes as a sort of perquisite to the board of police commissioners. As the salaries of the gentlemen in this department are already \$4,500 and \$5,000, it is felt that they cannot properly claim the \$2,000 which comes in annually from the dogs. Such a sum might very properly be spent for school libraries or decorations or something of that sort.

### Educational Legislation Demanded.

MILWAUKEE, WIS.—As a result of the recent educational conventions certain bills will undoubtedly come up before the legislature. One will provide for state aid for all common schools without regard to their being tributary to higher institutions of learning. Another will secure the appointment of an inspector of graded schools, who shall be a member of the force of the state superintendents. A third will demand that all city superintendents shall have the same qualifications as those demanded of county school superintendents.

### Defects in Compulsory Education Law.

DENVER, Col.—Mrs. Helen L. Grenfell, state superintendent, declares in her annual report that the present compulsory education law fails signally in the third class districts to accomplish its purpose. Its enforcement is made the business of everybody in general and nobody in particular. Parents living two miles from a school-house are exempt from compliance with the law. Yet in sparsely settled localities it is impossible to place a school-house within two miles of each child. While most of the people of Colorado are anxious for the education of their children and will make heroic sacrifices to secure it, yet there are always some who will avail themselves of the weakness of the law to permit their children to grow up in utter ignorance.



During the past year 126 new school-houses were erected in the state. Most of these are rural schools and in nearly every case artistic, healthful, and convenient.

### New York Regents' Report.

The annual report of the New York state board of regents shows that the total number of schools in the university, Dec. 15, was 705, of which 104 are incorporated academies, 566 high schools and academy departments. During the year ending July 31, last, twenty-four academic departments were admitted and six academies chartered. Out of 421 incorporated villages there are only nine having a population of over 1,000 and only twelve having a population of between 500 and 1,000 that do not have academic departments under the regents. Every county in the state is now represented. Hamilton county, for many years the only one unrepresented, has added an academic department at Long Lake.

The number of secondary schools has increased 110 per cent. in the past ten years. There are now teaching in secondary schools 1,369 men and 2,519 women. The enrollment is 34,105 boys, and 42,260 girls, a total of 76,365 students. This represents an increase of 9,589, or 13.7 per cent. over the preceding year. The total net property of secondary schools is \$28,412,148; the total expenditures for the past year \$6,036,374. The apportionment granted by the state was \$212,667.

### Uniform College Entrance Exams.

The first document of the College Entrance Examination Board of the Middle States and Maryland calls attention to the resolutions which were passed unanimously at the annual meeting of the Association of Colleges and Preparatory Schools, held at Trenton, N. J., December 2, 1899.

The uniform college admission examinations will be held June 17, 18, 19, 20, and 21, 1901, at places to be announced later. A schedule will be issued showing the arrangement of the examinations and the time allotted to each.

The certificates issued by the board will be accepted for such subjects as they cover by each of the co-operating colleges and by Princeton university. No college, however, is asked to surrender its own standards of excellence. The certificate will simply state the ratings of the candidate in the various subjects of his examination. The individual college will determine for itself what minimum rating it will accept as satisfactory.

Correspondence should be addressed to—*Secretary of the College Entrance Examination Board, Sub-Station 84, New York, N. Y.*

### A Surplus of Funds.

ROCHESTER, N. Y.—The school board ended the year with a balance of \$81,000, and with practically no bills outstanding. A very nice nest egg this toward the new high school building which seems to be a certainty within the near future.

Whether the surplus can be so applied or not, is, however, a serious question. There are not wanting those who maintain that the board of education will get itself into legal complications, if, as is proposed, the money is expended for school building purposes.

### Philadelphia Items.

#### Ex-President Cleveland's Address.

Hon. Grover Cleveland's address at the graduating exercises of the Peirce school, Dec. 22, has been printed in full. It is a masterly address, full of practical advice to young people about to go out into the world to earn their way. The Golden Rule was his text. Incidentally the changes were rung repeatedly upon the dictum "The world owes every man a living." To every man," said Mr. Cleveland, "who will be true to himself, true to his duty to humanity, true, obedient to the Divine law, living is due. Such a person will meet with success in the truest sense, whatever the financial value of his effects.

#### More than Fifty Years of Service.

Miss Elizabeth A. Hogan has retired from the principalship of the Saunders school, Twelfth Section, after fifty-one years of continuous teaching in Philadelphia schools. Her first engagement was a night school position which she took up Nov. 18, 1849. The year following she was elected to a day school. When she completed her fifty years of service not long ago, she was in receipt of letters and telegrams of congratulation from her former pupils in all parts of the world. No teacher in the city schools is more loved and respected.

#### Eighty-third Year of Board of Education.

Mr. Samuel B. Huey was re-elected president of the board of education for his fourth successive term at the annual reorganization, Jan. 8. All the department people were re-elected at the same time including the school architect, J. Horace Cook. This is the eighty-third year of the present organization of the Philadelphia board.

#### Philadelphia Continues Night Schools.

The evening schools reopened Jan. 13, in spite of the fact that it has not yet been decided where the money to pay the teachers will come from. It is expected, however, that councils will make some kind of transfer from the salaries' account. The salary warrants for the term beginning Oct. 29 and ending just before Christmas, amounting to \$26,000, were drawn Jan. 5. The money comes slowly, but the teachers get it eventually.

## New England Notes.

BOSTON.—The evening schools continue to increase in popularity, and many new pupils have enrolled for the winter term. About three hundred have entered the evening high school, the courses in shorthand and typewriting proving especially attractive. This year lectures are given by business men, specialists and experts, and these are attracting large numbers. A new course in political economy has many special students.

Pres. N. E. Wood, of Newton Theological seminary, in a recent address upon "A Twentieth Century Outlook," pointed out some defects in the present educational system. He said that much needs to be done to make education do its best work. Boys and girls, many wearing glasses, with stooping shoulders and pale faces, are now overtaxed by the school system as at present carried on. He seemed to think that one source of these difficulties is the failure to differentiate between the teacher and the investigator, two functions which should be separate. So long as the instructor is half one thing and half the other, "our youth must return from the high school, the academy, still more from the college and the university, trained neither in general culture nor in the specific qualities of the investigator."

QUINCY, MASS.—The salary of Supt. Frank E. Parlin has been placed at \$2,300, an increase of \$100 over last year. Miss Maud Briggs has resigned her position in the branch school, and Miss Lucy J. Mitchell, of Hudson, has been elected her successor. Miss Beatrice Smith has been elected a teacher in the Welland school, and Miss May S. Parker, of Middleboro, in the John Hancock school. The new Cranch school was opened for pupils Jan. 7. The building is two stories high, and contains four school rooms on each floor, 26 by 24 feet each, fitted with bookshelves, blackboards, and wardrobes, as well as principal's room and rooms for teachers. The school was named for Judge Richard Cranch, who called the first town meeting when Quincy was incorporated in 1792, and who first suggested its present name in opposition to those citizens who wanted it named for John Hancock.

CAMBRIDGE, MASS.—The reports of the various museums of Harvard university for the last year show that many valuable additions to the collections have lately been made. Among these may be mentioned ten thousand skins of North American mammals for the museum of comparative anatomy, and a gallinaceous bird and an alligator gar, both of the tertiary age, for the museum of paleontology. At a meeting of the alumni of the veterinary school, Jan. 9, a resolution was passed unanimously, asking the university to continue the school, which it was lately announced would be closed when the present students have finished their course.

BROOKLINE, MASS.—The new Pierce grammar school was dedicated Jan. 9. Mr. Prentiss Cummings, chairman of the school committee, presided, and Pres. William DeWitt Hyde, of Bowdoin college, gave the principal address. He took for his subject "The End of Education," insisting that this is the attainment of power to think and to act. He held that the country children, particularly those who live on the farm, have by far the best opportunities, since their very circumstances force them to acquire the power, "knack," to do what emergencies demand. The kindergarten, sloyd, and manual training classes are an excellent device to bring city children somewhat nearer to these conditions. Yet the freedom of the country can never be theirs.

ANDOVER, MASS.—The winter term of Phillips academy began Jan. 3. Mr. Hamilton G. Merrill, a graduate of Amherst and a resident of Andover, has been appointed instructor in classics to succeed Mr. George C. Fiske, who has become instructor in Latin in the University of Wisconsin.

PROVIDENCE, R. I.—The public school system of the city is now one hundred years old, and the centennial of its organization has just been observed. The board of education has been remarkable from the large number of presidents and professors of Brown university who have been members, and these were specially remembered in the exercises. The justly proud of the success of the past, Mayor Granger, in his inaugural, called attention to marked defects in the present conduct of the system, growing out of the large number of members, and the necessity of conducting so large a proportion of the business thru sub-committees, leaving the board only to ratify what they have done.

The catalog of Brown university has just been issued and shows an attendance of 872 students, four more than last year, of whom 154 are in the women's college. Mr. Clarence D. Wood, for the last two and one-half years instructor in English in the university, committed suicide in his room in Brooklyn, N. Y., Jan. 6. He was with his brother, Walter C. Wood, a physician, and had been suffering for some time from melancholia. He was regarded by the faculty as an exceptionally able man and one who would make his mark in later years.

NEW HAVEN, CONN.—Work is progressing finely upon the new building of Yale university, but subscriptions to the funds come in so slowly that there must be much delay in their progress. Arthur E. Ely, a student in the medical school, died Jan. 5, of brain fever, said to have been induced by the strain of the examinations at the close of the previous term. It would seem that medical schools, whose professors must be experts in their knowledge of the strength of young men, would never ask excessive examinations.



## New York and Vicinity.

The next meeting of the New York Educational Council will be held at the School of Pedagogy, Washington square, north, Saturday, Jan. 19, at 10.30. The subjects for discussion will be "Sources of Inspiration," and "The Use and Abuse of Note Books."

### Lectures for Teachers.

A series of six lessons on "Language, Oral and Written," will be given by Associate Supt. A. W. Edson, under the auspices of the New York Society of Pedagogy, at Public School No. 6, Madison avenue and 85th street, on Wednesdays, Jan. 9, 23; Feb. 6, 20; March 6, 20, at 4 P. M. The same series will also be presented at Public School No. 61, 169th and 170th streets, Bronx, on Wednesdays, Jan. 16, 30; Feb. 13, 27; March 13, 27, at 4 P. M.

Further, a series of four lectures on butterflies by Associate Supt. Gustave Straubenmüller, illustrated with stereopticon views will be given in Public School No. 61, 169th and 170th streets, Bronx, on Tuesday evenings, March 5, 12, 19, 26, at 8 o'clock.

Another announcement is that Mr. Thomas W. Churchill will begin his course on English and American literature before the Society of Pedagogy, Monday, Jan. 14, at P. S. No. 6, 85th street and Madison avenue, at 4 P. M. The dates are as follows: Jan. 14, 28; Feb. 11, 25; March 11, 25; April 8, 15, 22, 29.

### Resolutions Passed by Principals.

The Principals' Council, made up of delegates from all the associations of male principals in the city, held a meeting Jan. 9, to consider the proposed charter revision. Mr. Cecil A. Kidd presided. After some discussion the meeting agreed to make the four following issues:

1. Opposition to the abolition of the Davis salary law.
2. Opposition to the prohibition against the right of the teachers to organize.
3. The institution of a two-thirds vote of the board for the dismissal of a teacher instead of the majority vote recommended by the commission.
4. Opposition to the proposed change in the methods of raising the retirement moneys from the excise funds.

### Vigorous Medical Inspection.

The prevalence of influenza and the fear of small pox have led the department of health to an activity that has never before been shown. Fifty medical examiners are hard at work in the schools watching for any signs of incipient contagion. It is expected that a general vaccination will be ordered.

### Mr. Coler Explains.

In view of numerous adverse criticisms of his remarks regarding educational matters, Controller Byrd S. Coler has judged it wise to make a specific statement of his positions. He stands somewhat as follows:

In the first place he would like it understood that he is the friend of the class-room teacher. When he has protested against the salaries paid to teachers, he has meant in particular the high-priced specialists, some of whom receive as much as \$5,000 a year. How these teachers earn their money he fails to see. The class teachers are certainly not overpaid.

Nor is Mr. Coler opposed to high schools as such. He believes, however, that their number should be limited. High schools should be maintained, not for every graduate of the grammar schools, but for those best fitted to take a higher course, such fitness to be determined by competitive examinations.

The finance department ought, in the interest of economy and convenience, to be intrusted with the auditing of all accounts, including the school moneys. The one objectionable feature about the Davis law, says Mr. Coler, is that it has deprived the chief financial officer of the city of the control of the expenditure of \$17,000,000.

### How Students Support Themselves.

The committee on aid to students of Columbia university reports that since June 1 last they have sent 140 applicants for work to sixty different positions, and that thirty-six of these were successful in getting the positions. The amount earned by them up to date is \$2,454.25. Most of this work is tutoring, tho there are other ways by which students earn money. This report, of course, deals with only a small proportion of the whole number of students who are enabled to help themselves thru outside work, for individual professors are constantly called upon to suggest young men for positions. No statistics are available regarding the amount of aid thus given.

### A New Dean at Barnard.

Miss Laura D. Gill has been chosen dean of Barnard college, succeeding Mrs. George Haven Putnam who resigned. Miss Gill was graduated from Smith college in 1881. After graduation she spent two years of study of pure mathematics at Leipsic, followed by a course at the university of Geneva.

At the outbreak of the Cuban war Miss Gill went to the island as a nurse. Since the close of the war she has been the representative of the Cuban Orphan society in Cuba.

### Denial of Merchants' Association Charges.

Specific answers to the charges against the management of the public school, contained in a recent report which the Merchants' Association of New York engaged Mr. Frederic De Berard to compile, have been filed with the mayor by Pres. Miles M. O'Brien, of the board of education. In general terms Mr. O'Brien denounces the report as "untruthful, malicious, and mischievous." Each charge is then taken up in detail.

Nor is Mr. O'Brien satisfied with making his own refutations. He has included statements from several other school officials.

Supt. W. H. Maxwell, in answer to charges that the records of attendance are not properly kept, says that Mr. De Berard's statement that, "During the last year, altho 15,000 new seats were supplied, the attendance was less than the preceding year" is absolutely false. The average attendance for 1899-1900 exceeded the average attendance for 1898-'99 by 19,314 for the entire city. Mr. De Berard has simply subtracted the attendance in the evening schools from the attendance in the day schools.

Supt. of School Buildings C. B. J. Snyder writes very emphatically: "The compiler of the pamphlet for the Merchants' Association could have avoided making an exhibition of his ignorance and the worthlessness of his conclusions had he applied for information on the subject, which he never did of this bureau. Had he done so such information would have been as cheerfully furnished him as it is to all applicants, without stopping to inquire what the motive might be which prompted the request."

In closing, Pres. O'Brien makes some reference to recent adverse criticisms of the school system by Controller Byrd S. Coler, asking if it is not true that some of the authorities in actual charge of the schools are not at least as capable as an outsider of determining the best methods of school administration. He even suggests that if the controller's knowledge and probity are found to be distinctly superior to anything in other departments, it would be a matter of economy to place the entire city administration in the controller's charge, not excepting the care and education of the children.

### European Excursion Organizing.

An inviting European excursion for teachers has been organized by Mr. C. S. Haskell, of 341 First street, Brooklyn. It will leave by the City of Rome for Glasgow June 29. The tourists will be under the personal direction of Mr. Frank C. Clark, the well-known tourist agent. The itinerary is well planned, and the arrangements for the comfort of the guests are exemplary.

### National Exposition of Children's Work.

A national exposition of children's work will be held in New York beginning Feb. 18, and continuing for about two weeks when a permanent exposition will be established. Every kind of work done at home or at school by children up to sixteen years of age will be accepted, either from individuals, from classes or from institutions. Prizes will be given for the best examples of penmanship, pencil, and pen-and-ink sketching, painting in oil, water-color, on china, etc., photography, modeling, carving, designing of all kinds, embroidery, knitting, lace-making, quilting, crochetwork, patchwork, dress and hat-making and every kind of plain and fancy work done at home or at school by boys and girls. Intending exhibitors are required, first of all, to fill in and forward by mail, the blank which will be sent on application.

There will be at least five prizes in each class. No first prize in senior work will be less than \$20 in value; no second prize in senior work less than \$10; no third prize less than \$7; no fourth prize less than \$5; no fifth prize less than \$3. In junior work no first prize will be less than \$10 in value; second, \$5; third, \$3.50; fourth, \$2.50; fifth, \$1.50. Prize-winners will be allotted the amount due them. They will be notified and can decide whether they prefer a cash remittance or the equivalent in any other form, such as books, pictures, instruments, etc.

Address Thomas C. Copeland, Sec'y, N. E. C. W., 137 E. 15th street, New York city.

### Merit System on Trial.

JERSEY CITY, N. J.—It is believed to be the greatest achievement of the present board of education that it has fairly established the merit system of promotion among teachers. The results of the examination of Dec. 10, have just been given out. Five teachers have been awarded vice-principals' certificates and, as vacancies occur, will be promoted in the order of their averages. These teachers are as follows: Miss Mary E. Benton, School No. 25; Miss Mary H. Davies, of the Training school; Miss Margaret C. Hewitt, School No. 15; Miss Mary F. Murray, School No. 20; Mrs. Avonia B. Telford, School No. 2.

The feeling has become general among the teachers that to secure promotion they will have to improve themselves by study rather than pull wires among the politicians.

When you need medicine you should get the best that money can buy, and experience proves this to be Hood's Sarsaparilla.

## Chicago News Notes.

### Cripples Will Learn Trades.

Chicago already has a public school for crippled children under the principalship of Mrs. Emma F. Haskell. It will now be developed along industrial lines, for the fact has become evident that the kindest thing to be done for a cripple is to give him some kind of a trade. These deformed children will in many cases become very skillful with their hands. Supt. Cooley has recommended that material and equipment for the school be supplied at once.

### Want Smaller School Board.

Talk of a change in the size and manner of appointment of the Chicago board of school trustees is still rife. The citizens' education commission of one hundred held a meeting for discussion of school board problems Jan. 6. The question of a movement to reduce the board membership from twenty-one to nine was considered. So far as the propriety of reduction is concerned there was practical unanimity in the committee, but when it came to the matter of the method of choosing the nine members there was a great variety of views. The executive committee in its report had favored appointment of trustees, but several of the most prominent members objected to this method. The president, William Eliot Furniss, and several others declared in favor of election at the regular elections. This plan seemed to many of the members objectionable on the ground that national politics will always influence voters at the regular elections; the right thing, said they, would be a special school election, at which no general political issues could be raised.

In the end no definite action was taken. The committee is to continue its meetings every Saturday afternoon until the whole subject of school reform has been gone over.

### Supt. Cooley on Commercial Colleges.

The superintendent of Chicago schools has declared war on the agents of the commercial colleges who are in the habit of canvassing all the graduating classes of the grammar schools with a view to inducing the pupils to enter private commercial schools instead of going on into the high schools. They represent that the education given in a business college course of six months will enable a young person to get a job promptly, while the four years spent in the high school are wasted except for those who are going to college.

Supt. Cooley believes that the eighth grade teachers should combat these influences and should explain the purpose and the benefits that accrue from serious study in the high school. Young boys and girls should not be deluded with the idea that there is any short cut to success. They should realize that the business man of to-day needs a broad education—something vastly more thorough than a six-months' course in stenography and typewriting. Those who want commercial studies can get them in the high school, where they will also find training in English, foreign languages, mathematics, and science, which will be of practical as well as disciplinary value to them.

## Interesting Notes from Everywhere.

MINNEAPOLIS, MINN.—More than fifty physicians have volunteered to serve without pay in the daily medical inspection of schools. The scheme has been formally adopted by the school board and will be in operation very shortly.

BUFFALO, N. Y.—Supt. H. P. Emerson has given expression in a letter of mingled congratulations and condolence to the universal regret among Buffalo educators at the loss of Mr. T. J. Mahoney, member of the board of school examiners, who has been elected commissioner of public works. Mr. Mahoney has served as examiner for eight years, during the entire period of Mr. Emerson's superintendency and has always been one of the most zealous advocates of improvements in the school system.

ALBANY, N. Y.—A course of six illustrated lectures on the history of education in Europe is in progress at the Normal college. The course is conducted by Miss Mary A. McClelland. Coming on Saturday mornings, it is drawing good audiences of teachers from the schools of Albany and Troy.

COLUMBUS, O.—An addition to the North high school containing twenty-four rooms and designed to cost about \$38,000 has been decided upon. It is expected that the new structure will be ready by the opening of the next school year.

Prof. C. Joly, for many years the popular director of a school of languages in Boston, has received a bequest of an estate worth about \$40,000, left him by a cousin in France with whom he had had no communication for more than thirty years.

JEFFERSON CITY, MO.—One of the most interesting features of State Supt. W. T. Carrington's annual report is his exhaustive history of the school system of the state. The development from the feeble beginnings in 1808 to the present time is accurately traced. It is shown how both the New England and the Virginia ideas of education have been incorporated into the system.

ROCHESTER, N. Y.—Ex-Supt. Milton Noyes will return to the practice of law. He has already filed an oath with the

clerk of the court of appeals to the effect that he was regularly admitted to the bar of the state in June, 1870.

SAN FRANCISCO, CAL.—The class of '85 of the boys' high school has decided to make an annual award of a gold medal to the student in the school who makes the best standing in the study of English.

SALT LAKE CITY, UTAH.—The annual report of Mrs. Emma J. McVicker, state superintendent of public instruction, shows that the schools of Utah are improving with remarkable rapidity. Of the 1,423 teachers in the state more than sixty per cent. are graduates of colleges or normal schools.

AUSTIN, TEX.—The Daughters of the Republic of Texas have offered a medal for the best essay from a public school pupil under sixteen years of age on the subject "The Annexation of Texas." Another medal will be given for the best biographical sketch of some characters who served Texas in the years from 1820 to 1845.

ANACONDA, MONT.—Miss Helena M. Gleeson, who is about to retire from the office of county superintendent of schools, has been elected principal of the Bryan school in place of Miss Mary McLaughlin who was last November elected to the county superintendency. A fair exchange.

ATLANTA, GA.—County School Commissioner Woolsey, of Fayette county, has been exonerated by the state board of education of all the charges preferred against him by Mr. R. M. Fertig, a teacher in his jurisdiction. The claim was made that Mr. Woolsey was incompetent and had been guilty of malfeasance in office.

LARAMIE, WYO.—The schools of this city have had an extra vacation of a week because of the action of County Physician Miller. Dr. Miller had made up his mind that the occasion was a good one for the eradication of scarlet fever and any other contagious diseases which might be lingering in the neighborhood. Accordingly he held the schools closed for fumigation purposes in spite of the protest of the board of education.

SOMERVILLE, N. J.—The proposition to build a new high school costing \$45,000, which has been the subject of town talk for several weeks, was disposed of at a meeting of the citizens, January 8. The proposal was defeated by a vote of 141 to 98.

SALT LAKE CITY, UTAH.—Mr. William J. Newman, for many years a member of the board of education, has been elected its president. The significance of his election lies in the fact that he has long been the especial opponent of, what he calls, "fads" in the school course.

WILLIAMSPORT, PA.—A great effort is making to reduce the number of the members of the school board from thirty-nine to twenty-six. At present each of the thirteen wards is represented by three members. So large a board is cumbersome and ineffective. Even with an allowance of two members to a ward, it will still be unnecessarily large.

ITHACA, N. Y.—A valuable feature of the Cornell university summer sessions is the fact that graduates of colleges are enabled to enter upon graduate work at these periods. A year's credit may thus be won in time, without the surrender of valuable positions. This will mean a great deal to teachers.

COLUMBUS, O.—At the meeting of the finance committee, January 4, the clerk was authorized to advertise for bids for the purchase of \$85,000 worth of bonds, in denominations of \$1,000, bearing interest at 3 1/2 per cent., to run for twenty years. The proceeds will go to complete several school buildings which are still unfinished.

A suit has just been started against Joseph M. Harman of Wilmington, Delaware, in the United States Circuit Court for the District of Delaware, for the infringement of a patent granted to Warren L. Starkey for an improved school desk. The number of the patent is 556,565.

In the bill of complaint Mr. Harman is charged with selling and offering for sale, school desks known as the "Fidelity" school desk, made by The J. M. Sauder Company of Marietta, Pennsylvania.

It is understood that suit has also been commenced against The J. M. Sauder Company in the United Court in Pennsylvania.

## Recent Deaths Among Educators.

Rev. John G. Fee, the noted abolitionist and founder of Berea college, Kentucky, died at Berea, January 11. He was eighty-four years old. His life-work was devoted to the education of the colored people and of the poor whites.

CHICAGO, ILL.—Dr. George W. Northrup, head of the department of theology in Chicago university, died Dec. 31. Dr. Northrup was one of the most prominent Baptist educators in the United States. It was he who first interested Mr. John D. Rockefeller in educational work in Chicago, so that he was in a sense the originator of Chicago university. Dr. Northrup had been in poor health for some time and taught only two or three hours a week. He was seventy-five years old.

BUFFALO, N. Y.—Prin. Francis J. Smith, of school No. 57, died suddenly, December 31. He was sixty-two years old and had been a principal in the local system for many years.



## Educational Associations.

(Continued from last week.)

### More Men Wanted in High Schools.

Prof. Charles De Garmo, of Cornell university, in his speech at the conference of the Associated Academic Principals at Syracuse traced the rapid growth of high schools in the past twenty-five years. The high school, he said, has proved its right to exist. It has been developed by cheap labor and has called into its service women teachers who are willing to give their services for a bare pittance. The time has now come when more men are needed in these schools. Women who teach in high schools should be college graduates and should have had at least a year of professional training. That would reduce the number of applicants and would lead those who applied to demand a higher wage in return for the money spent upon their education. In speaking of the elective system, Prof. DeGarmo said that it prevails in Germany, tho in a different form from our own. There the pupil, guided by his parents, elects the kind of school he should go to; here he elects the studies he shall follow. There are some studies which no student should be allowed to neglect.

At this meeting it was resolved to make every effort to have New York state worthily represented at the Pan-American Exposition and a committee of four was appointed to work in conjunction with Dr. E. C. Peabody, head of the liberal arts department at Buffalo.

The officers for next year are as follows: Pres., Charles H. Warfield Little Falls; Vice-pres., James Winne, Poughkeepsie; Sec'y, S. Dwight Arms, U. S. N. G., Albany; Treas., Jay Cussey, Penn Yan; Executive committee, H. J. Walter, Waverly; Charles E. Keck, Southampton; and C. A. Hamilton, Newark.

### An Optimistic Estimate.

The New York State Science Teachers, in session at Rochester, listened to a very breezy paper by Prof. J. B. Johnson, of the University of Wisconsin, on "The Scientific Basis of Modern Industry."

Prof. Johnson said that he grows very weary hearing his literary and clerical friends bemoan the golden days when their grandfathers sat up every night until twelve working their fingers to the bone, with no time for reading, no opportunities for self-improvement.

The fact is, conditions were never before so favorable to the mental development of the worker as they are to-day. Besides magnificent technical schools—like the new Mechanical institute in Rochester—there are correspondence schools which number their pupils by the hundred thousand.

The next century will be known as the "Portland cement age." In ten years' time the output of this product has increased from 240,500 barrels to thirty times that number. In the various trades, in the United States, in which chemistry is the controlling factor, we find some five billion dollars invested.

To train men up to the industrial opportunities of to-day is the chief business of modern education. Intelligence and inventiveness can be cultivated best in the laboratory and workshop. Out of the technical schools must come men of affairs, capable of "taking up the white man's burden." Such men are the best, the most successful missionaries in the world.

In a like optimistic vein Prof. R. H. Thurston, of Cornell university, traced the progress of some of our leading industries in the last century. Much of our recent success in competing with Great Britain and other countries he attributed largely to the ever increasing numbers of young people who come out from the university or technical school well-trained for industrial leadership. The work of the generation to come will be all directed by highly skilled leaders. Meantime the number of those who live and enjoy life and take a fair share of its comforts and luxuries is enormously increasing.

More technical talks were given by Dr. H. S. Carhart, of the University of Michigan, upon "The Place of Physics in a Liberal Education;" Prof. E. L. Nichols, of Cornell, upon "Devices Useful for Demonstration Purposes;" Mr. F. S. Lee, of Columbia, upon "Physiology Teaching in Secondary Schools;" Prof. William Morris Davis, of Harvard, upon "Practical Experiments in Physical Geography."

### Activity in Utah.

Prof. William O. Krohn, of Chicago, was the guest of honor at the Salt Lake City meeting of the Utah Teachers' association. Dr. Krohn spoke in his best vein upon two subjects, viz.: "Mental Waste and Mental Economy in School Work," and "The Brain and its Development thru Education."

A discussion of great interest was started by Mr. H. L. A. Clumer, of the Art Institute, who sought to impress the economic value to the community of public school art training. He showed the commercial utility of even a slight knowledge of the principles of arrangement and harmony. Family jars, he maintained, are promoted by inartistic household effects. Mr. Clumer's talk was followed by another in the same vein by Mrs. F. R. Elliott, supervisor of drawing in the schools of Salt Lake City.

Prin. George A. Eaton, of the Salt Lake City high school, a

Harvard man with athletic proclivities, read a vigorous paper on the "Use and Abuse of High School Athletics." He claimed that organized sport has very great value in supplementing academic work. It produces an *esprit de corps*, among the students and teaches them to act promptly and decisively.

Bad English among school children came in for some lively berating. Prof. N. L. Nelson, of Provo, declared that too much is expected of teachers of English. For one thing most of them do not and cannot live up to their own theoretical knowledge of the language; the influence of the community is too strong for them. In the second place, even if they themselves stand out against the corrupting influences, their power over the children cannot be equal to that exerted by the language of the home and the street. It is all right to surround such children with good literature, but it is also necessary to make them conscious of certain definite errors of speech which they must watch after as carefully as they attend to brushing their teeth or combing their hair. Good English cannot be acquired by unconscious cerebration—at least in a Western community.

Prof. E. J. MacEwan, of Logan, and Miss Jessie Goddard, of the Salt Lake City high school, read papers upon the same subject.

The newly elected officers are: Pres., Frank B. Cooper; vice-pres., Emma J. McVicker; sec'y, Frank Wallace; treas., Frank Evans.

### Michigan State Teachers' Association.

The Michigan teachers decided to leave the capital this year for a change and the forty-ninth annual meeting of the Michigan State Teachers' Association was held at Grand Rapids, December 26-28. The attendance was normal for Michigan, which means small in comparison with some other states. The first session was largely given up to a discussion of "Ways and Means of Making the S. T. A. a more efficient Organization" the topic being introduced by a paper by Supt. H. M. Slauson, of Ann Arbor. The practical character of the theme and of the paper provoked prolonged discussion in which Supt. Fall, Mr. H. B. Pattengell and many others joined. Many good suggestions were made and it may be expected some good results will be secured.

Prof. Clinton D. Smith, of the Agricultural college, closed the program with a paper on "Rural High Schools," in which he advocated their establishment and gave many arguments for discussion by Supt. O. D. Thompson, Romeo, and Deputy Supt. D. E. McClure, Lansing.

The evening program consisted of an address by Prof. R. M. Wenley, of the U. of M. on "The Relations of the Universities to the Secondary Schools in Scotland and in the Middle West." Following the address a reception was tendered the association in the Ladies' literary club house.

The Thursday morning session had two papers, "The Medical Examination of Public School Children," by Dr. D. B. Cornell, of Saginaw, and "Forestry in Public Schools," by Prof. V. M. Spaulding, of Ann Arbor. The afternoon was given over to the various section meetings.

Michigan teachers welcomed back their former member for the evening lecture, Chancellor W. H. Payne, Nashville, Tenn., who spoke on "Some Souvenirs of my Professional Life." Reference was made to J. M. B. Sill, Edward Olney, Henry S. Frieze, John D. Pearce, Benj. F. Crocker, Alex. Winchell, and Joseph Estabrook, well known Michigan educators with whom the speaker had been associated in former years.

Nearly all the colleges and normal schools held reunions, usually including a banquet, either just before or following Chancellor Payne's lecture.

The closing session, Friday morning, listened to a paper "Lessons for American Teachers from German Education," by Mr. Burgess Shank, Saginaw, and discussion by Prof. Frederick Lutz, Albion; and Prof. A. S. Whitney, of Ann Arbor, and a paper "Training of Teachers" by Dr. Albert Leonard, of Ypsilanti.

After a spirited contest Grand Rapids was selected as the place of meeting for 1901.

The committee on resolutions endorsed the educational platform of the N. E. A., commended rural high schools, recommended the county commissioners term from two to four years, and a careful revision of the library laws. Proper additional resolutions on the death of Dr. B. A. Hinsdale were adopted and ordered engrossed and sent to Mrs. Hinsdale.

The following officers were elected: President, Supt. O. D. Thompson, Romeo; vice-presidents, Pres. D. B. Waldo, Marquette; Harriett A. Marsh, Detroit; Secretary, Supt. J. H. Kaye, Cadillac; treasurer, Prof. F. L. Keeler, Mt. Pleasant; ex-committee, Prof. A. S. Whitney, Ann Arbor; Supt. Delos Fall, Prof. S. B. Laird, Ypsilanti.

The association was enthusiastic over the N. E. A. meeting, and Michigan teachers will give a royal welcome. The state association voted to maintain state headquarters.

W. J. McK.

### American Historical Association.

The American Historical Association held its sixteenth annual meeting at Detroit and Ann Arbor, Dec. 27-29, conjointly with the American Economic Association. This association had headquarters at the Russell House. The first session Thursday morning was unfortunate, in the absence of both Pres. Edward Eggleston and Vice-Pres. Moses Coit Tyler. However, the program was given as announced, the general theme being "The Crusades and the East," Prof. James F. Rhodes presided. Three papers were read, "The Year One Thousand and Antecedents of the Crusades," by Prof. George L. Burr, of Cornell university; "Critical Work on the Sources of the First Crusade," by Prof. Oliver J. Thatcher, University of Chicago, and "The Capitulations in Turkey," by Pres. James B. Angell, University of Michigan.

The afternoon session considered the question of church history. The papers were "American Ecclesiology," by Prof. George James Bayles, Columbia university; "The Origin of the Apostles Creed," by Prof. Arthur C. McGiffert, Union Theological seminary; "The Date of the Ignatian Epistles," Prof. Francis A. Christie, Meadville Theological school. Prof. McGiffert was absent, and his paper was read by Prof. Samuel McCauley Jackson, of the University of New York.

From 4 to 6 P. M. the Historical and Economic associations were entertained at a reception by General and Mrs. Russell A. Alger.

A paper was read on the "Legend of Marcus Whitman," by Prof. Edward G. Bourne, of Yale university. This beautiful story of Dr. Whitman's dangerous ride across the continent in 1842 to save Oregon, and how he convinced Daniel Webster that it was a great country and succeeded in getting the great statesman's influence to keep it from passing into the hands of England has appeared in several school histories. It has even been the subject of a great painting. And now the idol is to be shattered for the sake of truth in American history. Not only did Professor Bourne demonstrate by facts that it was a fairy tale, but those who followed him in the discussions substantiated him. Professor Bourne recalled the fact that Marcus Whitman had received nineteen votes for a niche in the temple of fame, while the story was shown to be the creature of a disordered mind.

W. M. Marshall, of Chicago, who has thoroly investigated the story, followed in the discussion and pronounced it a myth and a falsehood. Whitman's ride was simply to save the Catholic missions, as he had been ordered back East by the American board. Ripley Hitchcock, New York, came next, and acknowledged that, altho he had written several articles upholding the story, he was wrong and the story was a delusion. It looks as if several pages will have to be torn out of American histories.

Prof. Samuel B. Harding, of Indiana university, reviewed the "Party Struggles in Missouri, 1861-1865," and Prof. Frank H. Hodder, of the University of Kansas, read a paper on "The Second Missouri Compromise."

The members of both associations returned to Detroit late in the afternoon. In the evening the gentlemen became the guests of the Detroit Club, while the women members of the association and the wives of members were the guests of Mrs. George O. Robinson.

The Saturday morning session was given to British and American History. "The Opposition in Parliament, 1765-1775," was presented by Prof. Wilbur C. Abbott, of Dartmouth college; "The Breakdown of Reconstruction," by Prof. William A. Dunning, of Columbia university. Discussion followed by Prof. Albert Bushnell Hart, Harvard university; Mr. Percy N. Booth, Louisville, Ky., and Dr. Theodore Clark Smith, Brookline, Mass.

At the business meeting the following officers were elected for the coming year: Pres., Charles Francis Adams; First Vice-pres., Herbert B. Adams; Second Vice-pres., Capt. A. T. Mahan; Sec'y, A. Howard Clark; Cor. Sec'y, Charles H. Haskins; Treas., C. W. Bowen.

It had been the intention to elect Prof. Moses Coit Tyler president of the association, and resolution on his death were adopted by a standing vote of the organization, expressive of the regret and the loss which his death meant to the association.

The secretary reported a membership of 1,626, an increase of 215 members during the year. The treasurer's report gave the assets of the association as \$13,404, balance on hand \$1,404. It was reported that the invitation to send delegates to an international congress of history, to be held at Rome, in 1902, had been accepted.

The committee on the Justin Winsor prize of \$100 reported that the prize had been awarded to W. A. Schaper, of the University of Minnesota, for the best monograph on American history, the title of the essay being, "Sectionalism and Representation in South Carolina."

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At noon both the Economic and Historical Associations attended a subscription luncheon at the Russell house. Pres. James B. Angell presided as toastmaster. Toasts were given by Mr. Henry Russell, Professor Ely, Prof. R. G. Thwaites, W. Z. Ripley, and Prof. A. B. Hart.

### National Commercial Teachers' Federation.

DETROIT, MICH.—The fifth annual meeting of the National Commercial Teachers' Federation was held in this city, Dec. 26-29. The associations comprising the federation are the Business Teachers' association, Penmanship Teachers' association, Shorthand Teachers' association, and Commercial School Managers' association. There was also included the Private School Managers' association.

The opening session was held at the Hotel Cadillac where addresses of welcome were delivered by Mayor Maybury and others, and a response given by Mr. L. L. Williams, of the Rochester Business institute. Pres. Wm. T. Stevenson, of Port Deposit, Md., gave his annual address. Other addresses before the general association were "Higher Commercial Education," by Prof. J. B. Johnson, University of Wisconsin; "Relations of Private Commercial Schools to the Public Schools," by Prin. T. W. Bookmyer, Sandusky, Ohio; "Influence of Business Education on the Prosperity of the People," by J. W. Warr, editor *Practical Age*, Moline, Ill.; "Current Educational Theory as Applied to Commercial Teaching," Prof. W. D. Anderson, University of South Dakota, Vermillion, S. D.

The meeting of the penmanship section was the fifteenth annual meeting of these teachers. Some of the more general topics discussed by this section were,—"How to Interest High School and Grammar Pupils in Penmanship," by L. Viola Waller, Charles City, Iowa; "How to Raise the Standard of Writing thruout the Country," J. F. Barnhart, Akron, Ohio; "Writing in the Graded Schools," by F. F. Mushrush, Lakewood, Ohio; and "Penmanship as an Educational Auxiliary," by D. S. Hill, St. Louis, Mo.

The programs of the business teachers and the shorthand teachers were exceedingly technical, such as "Expert Accounting," "Business Penmanship," "Commercial College Courses," but the fertile themes of vertical penmanship and school discipline were also presented. Exhibits of books and apparatus and exhibitions of typewriting were made. The elections of officers resulted as follows:—

Penman—Pres. C. P. Zenner, Columbus, O.; Vice-Pres., Harry Houston, New Haven, Conn.; Sec'y, G. F. Fish, Chicago.

Commercial teachers—Pres., J. C. Hiner, Louisville, Ky.; Vice-Pres., U. S. Frye, Chicago; Sec'y, W. S. Osborne, Detroit.

Shorthand teachers—Pres., J. Clifford Kennedy, Des Moines, Ia.; Vice-Pres., B. J. Griffin, Springfield, Mass.; Sec'y, L. A. Arnold, Chicago.

Federation—Pres., D. W. Loed, Salem, Mass.; Vice-Pres., D. W. Springer, Ann Arbor; Sec'y, G. W. Brown, Jacksonville, Ill.; Treas., J. A. Lyons, Chicago.

After a hot contest, St. Louis was selected for the convention of 1901. Milwaukee, Washington, Indianapolis, Chicago, and Detroit were after it.

### A Gathering of Philosophers.

LINCOLN, NEB.—The Western Philosophical Association, composed chiefly of professors and instructors in philosophy in Western universities met here during holiday week. The entire time was given over to the reading and discussion of papers. An interesting subject was "The Psychology of Profanity," by Prof. G. T. W. Patrick, of the University of Iowa. Other papers were by Prof. F. J. Woodbrige, of Minnesota, Rev. J. R. Brown, of Kansas City; Prof. J. D. Logan, of South Dakota; Prof. J. E. Creighton, of Cornell university, and editor of the *Philosophical Review*.

### Arizona Educators in Session.

TEMPE, ARIZ.—The meeting of the Arizona Teachers' Association held recently, was the most successful the territory has enjoyed. The president, Mr. F. Yale Adams, read a strong paper on "The Undivided Method" in which he argued in favor of making the individual and not the class the unit of instruction. In many lines of teaching it is possible to get along without class recitations, each pupil progressing independently of the others. Such a plan deserves all possible extension.

This paper brought out a general discussion of grading systems, in which Prins. W. H. Lee, W. A. Crouse, W. A. O'Connor, and several others took part.

Dr. H. A. Hughes, of Phoenix, spoke eloquently on "The Religious Influence in the Formation of American Government." The paper on "Problems of Discipline," by W. S. Varnum, of Tempe, was an argument in favor of giving the child as early as possible an appreciation of the value of civilizing institutions, such as the school and the state.

In connection with the general convention there was a special meeting of the joint county institute in which questions of practical school-room interest were taken up. Nature study, in particular, was the subject of some excellent papers, by Mrs. Alice M. Davidson, formerly teacher of botany, in the Los Angeles normal school; Miss Marilla Merriman; Miss Katherine Adams, and Prof. F. M. Adams, of the Arizona normal school.

J. C. C.



## Notes of New Books.

*A Manual of Personal Hygiene*, edited by Walter L. Pyle, M. D., assistant surgeon to Wills eye hospital, Philadelphia. What gives this book its great value is that each of its chapters is contributed by a specialist. Dr. C. G. Stockton, of Buffalo, writes of the digestive apparatus; Dr. G. H. Fox, of New York, of the skin and its appendages; Dr. E. F. Ingalls, of Chicago, of the vocal and respiratory apparatus; Dr. B. A. Randall, of Philadelphia, of the hygiene of the ear; Dr. W. L. Pyle, of Philadelphia, of the hygiene of the eye; Dr. J. W. Courtney, of Boston, of the brain and nervous system, and Dr. G. N. Stewart, of Cleveland, of physical exercise. The object of the manual is to set forth plainly the best means of developing and maintaining physical and mental vigor. That it will fulfil this, any one who examines it will testify. (W. B. Saunders & Company, Philadelphia. Price, \$1.50, net.)

*Jack Among the Indians*, by George Bird Grinnell. The author will be recognized as the writer of many volumes in which Indian life and habits are portrayed; this one will increase and not lessen his reputation. There is no diminution in the interest of all to know more about the Indians from those who have studied them; and so, entirely independent of the adventures that serve as a string on which the incidents recorded are strung, the mode of thought and action of the Indian will challenge intense interest, especially from the boys. We must say a word or two regarding the exceedingly spirited drawings of Mr. E. W. Deming; he is especially skilful in portraying Indian life, having spent much time in observing it. (Frederick A. Stokes Company.)

*Carl the Trapper*, by Harry Castlemon, is a tale that will interest all who love to read concerning wild adventures on the frontier—and this number is large and never grows less. The author is widely known thru other volumes of a similar kind, and we can assure the reader that it is not a whit behind the others. The scene begins with hunting on the Plains; the Indians in their Ghost Dances are visited; Sitting Bull is introduced and many events are brought together to make a stirring volume. (Henry T. Coates & Company.)

*A Child of the Sun*, by Charles Eugene Banks. The pictures in color, especially the first, alone attract attention; they are by Louis Betts, an artist of deserved renown. A volume like this will attract thoughtful readers; the people who once inhabited America are rapidly passing away; now we begin to feel an interest in them; they were not mere cumberers of the ground; they had an origin, a certain nationality, at least tribal peculiarities, that we now crave to understand. So that volumes that really interpret the Indian life and thought are to be held in esteem. We thank the author for treading in the broad fields of Indian lore and rendering his discoveries so delightful. (Herbert S. Stone & Company.)

*The Littlest One of the Browns*, by Sophie Swett. This is a little book but is a sweet one, and the events told concerning "Bee" are all of them well worthy the pen of the well-known writer. The renewed interest in the doings and thinkings of a child is a sufficient warrant for the issuance of the volume. Its pretty illustrations will gratify the reader, and altogether it will have many friends. (Dana Estes & Company.)

*The Soul of the Street*, by Norman Duncan. Here are a number of stories of the Syrian quarter in New York city. Each of them possesses an interest for those who wish to know how the real world lives and thinks. This is the underlying thought and it is charmingly unfolded. (McClure, Phillips & Company.)

*Winning Out*, by Orison Swett Marden, is a volume that possesses unusual merit. The attempt has been successfully made to gather materials for character-forming out of the lives of men like Washington, Greeley, Grant, Lincoln, and others. The great virtues of good habits, industry, courage, honesty, perseverance, etc., are well illustrated. The author is a well-known and able journalist, and he is to be congratulated on the selection and working up of his materials no less than on the noble aim that was evidently his to benefit the youth of our land. (Lothrop Publishing Company.)

*The Mills of the Gods*, by Louise Snow Dorr, is a novel that tells in a smooth and even style events in the lives of several people who are brought into relation with each other by the pen of the writer. There is the appearance of decided genius in many of the scenes portrayed and we shall not be surprised to learn that several editions of the book are demanded. (A. S. Barnes & Company.)

*A Tar of the Old School*, by F. H. Costello, is a tale of the sea and it is well told; it embraces the visit of the Decatur to the harbor of Tripoli and the destruction of the Philadelphia. These are historical events that are employed with masterly effect; the actors seem to live again. The events portrayed belong to a period that ought not to be forgotten; we are glad they are again depicted and with such artistic power. (Dana Estes & Company.)

*Womanly Beauty of Form and Feature* was prepared by twenty physicians and specialists and edited by Albert Turner. It gives directions as to a gymnasium, facial massage, the hair, care of the hands and feet, the complexion, dress, the voice, care of the skin, etc. There are eighty illustrations. (The Health Culture Company, 503 Fifth avenue, New York. Price, \$1.00.)

*Friend or Foe*, by Frank Samuel Child, is an historical novel in which Aaron Burr and other notable characters make an appearance. We favor the well written historical novel and this seems rightly to belong to this class. The scene is laid mainly in Connecticut, during the war of 1812; and the portrayal of the stirring events of those days arouses the interest of the reader at the very outset. The book is handsomely illustrated. (Houghton, Mifflin & Company.)

*An Opera and Lady Grasmere* is the title of a novel by Albert Kimrass, an author who is becoming more and more popular. The opening is in London; the beginning is made at a masked ball and from that point the tale moves interestingly forward. (Frederick A. Stokes Company.)

*Tom's Boy* is a story for boys and girls by a favorite author, and it is exceedingly well told. All of the incidents have a naturalness that please the reader immensely and confer that peculiar delight that proceeds from a logical sequence well and neatly stated. We have read other books by the same writer and can say this is, in our opinion, worthy of the same popularity they have enjoyed. (Little, Brown & Company.)

No books are handier for carrying in the pocket to be read at odd times than those of Cassell's National Library. No. 371 is *Knickerbocker's History of New York, Vol. I.*, and No. 353 is Shakespeare's *Taming of The Shrew*. Issued weekly; subscription price, \$5.00 a year; ten cents each. (Cassell & Company, Limited, New York.)

*Macmillan's Pocket English Classics* is a series of English texts edited for use in secondary schools, with critical introduction. This introduction gives the life of the writer, a list of his works, and facts about the work contained in the volume. The books are 16mo and bound in levanteen. Macaulay's *Essay on Warren Hastings* is a notable essay by one of the most brilliant writers of the nineteenth century. Another of these books is that sweet and touching poem *Evangeline*, with which every child over fifteen years of age ought to be familiar. Still another is Scott's romance *Ivanhoe*. These books are excellent for home reading or for use in school. (The Macmillan Company, New York. Price, \$0.25 each.)

*Bennie Ben Cree* is a story of a person of this name who made an adventurous journey southward in the year '62. In a humorous and whimsical vein, Arthur Colton relates this tale of mutiny and shipwreck. Bennie and his friends make their way from the Carolina coast to Hampton Roads, and arrive there just at the time of the Merrimac-Monitor combat. (Doubleday & McClure Company, New York.)

As a preparation for seeing the play of "L'Aiglon" nothing could be better than *Le Duc de Reichstadt*, a simple dramatic account in French of the life story of the unfortunate son of Napoleon I. The account is vividly written and has a good deal of the swing of some of the popular romances. It ought to be welcome reading to all students of the French language. Two pictures of the Duke of Reichstadt, one the historical portrait, the other the representation given by Madame Sarah Bernhardt, adorn the book. (William R. Jenkins, New York.)

*Stories of the Great Astronomers*, by Edward S. Holden, Sc. D., LL. D., is a book written by a great scientist for young readers. It takes such a man, who has a clear view of the whole field, to grasp the important facts and avoid unnecessary detail; hence, this book is not only a good one for growing children, but for all who wish to refresh their minds as to the main facts of this grand science. A review is given of the work of the Greek astronomers and philosophers, the Arabians, Copernicus, Kepler, Galileo, Huyghens, Roemer, Newton, Bradley, the Herschels, Lagrange and Laplace, and others. The book is finely illustrated with portraits, maps, diagrams, etc. It is one of the volumes of Appleton's Home Reading Books. (D. Appleton & Company, New York.)

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States during the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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### Interesting Notes.

Gilbert Parker, formerly of Quebec, and well-known as author of "The Battle of the Strong" and other successful novels, may now write M. P. after his name. He has been elected member of parliament from Gravesend, an old town lying across the Thames from Tilbury, in London. Hildebrand Harmsworth, one of the notable family of publishers, was his Liberal opponent. Meantime, "The Battle of the Strong" continues to please its publishers, Houghton, Mifflin & Company, by its large sales.

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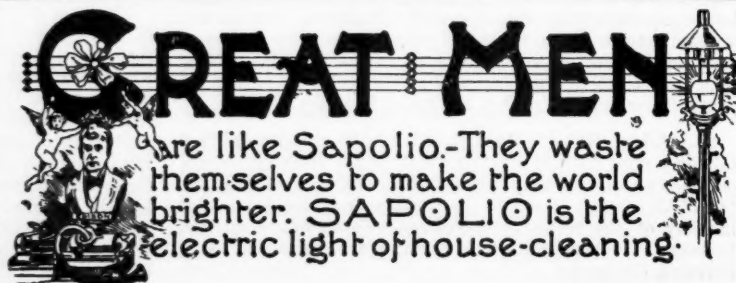
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If all the people in the United States, Canada, and Great Britain who make daily use of Stuart's Dyspepsia Tablets could be assembled together it would make an army that would outnumber our army of one hundred thousand by at least five to one.

Men and women who are broken down in health are only a part of the thousands who use this popular preparation, the greater number are people who are in fair health but who know that the way to keep well is to keep the digestion perfect and use Stuart's Tablets as regularly as meal time comes, to insure good digestion and proper assimilation of food.

Prevention is always better than cure and disease can find no foothold if the digestion is kept in good working order by the daily use of Stuart's Dyspepsia Tablets.

Mr. Thomas Seale, Mayfield, Calif., says: "Have used and recommended Stuart's Tablets because there is nothing like them to keep the stomach right."

Miss Lella Dively, 4637 Plummer St., Pittsburgh, Pa., writes: "I wish everyone to know how grateful I am for Stuart's Dyspepsia Tablets. I suffered for a long time and did not know what ailed me. I lost flesh right along until one day I noticed an advertisement of these tablets and immediately bought a 50-cent box at the drug store. I am only on the second box and am gaining in flesh and color. I have at last found something that has reached my ailment."

From Mrs. Del. Eldred, Sun Prairie, Wis.: "I was taken dizzy very suddenly during the hot weather of the past summer. After ten days of constant dizziness I went to our local physician, who said my liver was torpid and I had overheated my blood; he doctored me for two weeks without much improvement; I finally thought of Stuart's Dyspepsia Tablets (which I had used long before for various bad feelings) and the first three tablets helped me."

"They are easily the best all-around family medicine I ever used."

The army of people who take Stuart's Tablets are mostly people in fairly good health, and who keep well by taking them regularly after meals. They contain no opiates, cocaine or any cathartic or injurious drugs, simply the natural peptones and digestives which every weak stomach lacks.

Stuart's Dyspepsia Tablets are sold by druggists everywhere in the United States, Canada, and Great Britain.

## Teachers Wanted.

Chautauqua wants a bright, intelligent man or woman in every town to act as its agent, this fall and winter, in distributing Chautauqua literature and encouraging the Chautauqua Courses of Home Reading and Study. We offer an attractive financial proposition to persons who can devote a part or all of their time soliciting individual readers, to forming literary clubs and circles, and to securing subscriptions to *The Chautauqua Magazine*. If you are willing to consider such a proposition, address CHAUTAUQUA ASSEMBLY, Bureau of Extension (Dept. P), Cleveland, Ohio.

Chautauqua is now 27 years old, has gone into every state of the Union, has enrolled over a quarter of a million members, keeps in operation a great variety of courses of home reading, conducts the largest summer school in the world, and holds every summer over sixty Chautauqua Assemblies in thirty different States, attracting over half a million people. This gives you some idea of its strength, its scope, and its influence. Address the

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tive, and ever on the alert to add to the enjoyment of this trip.

If you are contemplating a visit to New York or Buffalo, you will not regret having taken the Lackawanna.—*The Workman*.

### The Twentieth Century Train, New York and Florida Limited.

On Monday, January 14th, will be inaugurated, the magnificent New York and Florida Limited train via Pennsylvania R.R. and Southern Ry. In the four past seasons the Southern Railway, to meet the constantly increasing demand, has put on an extra high class mid-winter service between the North and Florida points.

Each season has seen the luxurious Florida Limited with all the improvements and comforts that the most fastidious traveler could demand. This season the Florida Limited train begins the 20th century as the most magnificent and luxurious train in the world.

It is composed of steam-heated and electric lighted Pullman compartment cars, drawing-room, sleeping, library, dining and observation cars.

There are eight handsomely furnished compartments in the compartment cars. Each is complete in itself, with every convenience of toilet and luxury of appointment. Each room is richly upholstered and finished in a different wood, and contains upper and lower berths. These royal compartments may be used singly or en suite.

The library car, furnished with easy chairs and divans, writing desks supplied with engraved stationery and the latest periodicals, aid in making the journey delightful and comfortable.

The dining cars are furnished in rare taste; while the cuisine is of the highest grade and every luxury of the season is to be had in abundance.

The observation car, at the rear, is no small feature of this magnificent train.

The New York and Florida Limited, runs solid from New York to St. Augustine, also carrying a Pullman drawing-room sleeping car, New York to Aiken and Augusta. Direct connections are made for Augusta, Aiken, Brunswick, Thomasville, and points on the east and west coast of Florida.

For further information, call on or address, Southern Railway, New York offices, 271 and 1185 Broadway, Alex. S. Thweatt, Eastern Passenger Agent.

### Florida.

#### Two Weeks' Tour via Pennsylvania Railroad.

The first Pennsylvania Railroad tour of the season to Jacksonville, allowing two weeks in Florida, will leave New York, Philadelphia, Baltimore, and Washington by special train, on February 5.

Excursion tickets, including railway transportation, Pullman accommodations (one berth), and meals en route in both directions while traveling on the special train, will be sold at the following rates: New York, \$50.00; Philadelphia, Harrisburg, Baltimore, and Washington, \$48.00; Pittsburg, \$53.00, and at proportionate rates from other points.

For tickets, itineraries, and other information apply to ticket agents; Tourist Agent at 1196 Broadway, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N.J.; B. Courlaender, Jr., Passenger Agent, Baltimore District, Baltimore, Md.; Colin Studds, Passenger Agent, Southeastern District, Washington, D. C.; Thos. E. Watt, Passenger Agent, Western District, Pittsburg, Pa.; or to Geo. W. Boyd, Assistant General Passenger Agent, Broad street station, Philadelphia.

#### Health and Rest for Mother and Child.

Mrs. Winslow's Soothing Syrup has been used for OVER FIFTY YEARS BY MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by Druggists in every part of the world. Be sure and ask for "Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

## Make Life Miserable. IT'S THE LITTLE THINGS THAT DO SO.

How frequently you hear people complain of "only a slight case of piles," often claiming that the trouble is merely temporary, induced by costiveness, or sedentary habits.

It may be some satisfaction to console yourself in this way but it is much better to check the trouble at once. You can't do it too soon.

In time these little rectal tumors will grow from the size of a grape seed, until a knot of them results as large as a pigeon's eggs.

These become inflamed and tender to the touch and causing itching, stinging and throbbing pain.

Thus the disease continues from bad to worse until the patient can bear the annoyance no longer.

The Pyr. mid Pile Cure is perfectly safe and certain cure for piles in any of these stages. It goes to the very source of the trouble and drives out all inflammation, causing the tumors to subside and the membranes to resume their normal, healthy condition.

Piles lead to too many complications to trifle with every remedy that comes along. People have found it pays to use a standard remedy like the Pyramid Pile Cure which for ten years has been tested in thousands of cases.

Physicians use the Pyramid Pile Cure in preference to surgical operations, because they know it contains no cocaine, morphine or poisonous drug and because it is no longer an experiment.

The Pyramid Pile Cure is in suppository form to be used at night and causes no detention from business, is painless, and costs but 50 cents at any drug store in the United States and Canada.

**BROWN'S BRONCHIAL TROCHES.** Neglect of a Cough or Sore Throat may result in an Incurable Throat Trouble or Consumption. For relief use BROWN'S BRONCHIAL TROCHES. Nothing excels this simple remedy. Sold only in boxes.

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